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ABSTRACT

Eleven of the 15 papers in this collection discuss library services for disadvantaged persons; the remaining four papers are concerned with services to multicultural populations. The papers from the Section of Libraries Serving Disadvantaged Persons appear first in this list: (1) "The Development and Future of Easy Readers for Adults in the UK" (Stephen Hoy, United Kingdom); (2) "Library Education in Canadian Prisons: A Model" (Anne Galler, Canada); (3) "The Use of Audio Visual Materials in Prisons" (Bernard Wright, United Kingdom); (4) "Health Information and the Community" (Robert Gann, United Kingdom); (5) "'All You Ever Wanted To Know about Medicine But Never Dared Ask': Health Information Services for Patients" (Sally Knight, United Kingdom); (6) "Matched Texts for Deaf Children" (John Wheeler, United Kingdom); (7) "Libraries at the Crossroads: How Library Services for Disadvantaged People Can Stimulate Services for Everyone" (William Anderson, United Kingdom); (8) "Library Services for the Visually Handicapped: Integration or Separation?" (Jo Dister, Netherlands); (9) "New Materials for Learning Braille: A Critical Review of Publications and Projects over Five Years" (Tom Maley, United Kingdom); (10) "OPCS (Office of Population Censuses and Surveys) Surveys of Disabled People in Great Britain" (Jean Martin and Karen Dunnell, United Kingdom); (11) "Royal National Institute for the Blind, General Needs Survey" (Errol Walker and Aubrey McKennell); (12) "Australian Libraries and the National Language Policy" (Derek Whitehead, Australia); (13) "Multicultural Library Service in a Bilingual Framework: A Canadian Experience" (Olga Gil); (14) "Ethnic Librarianship and Its International Developments in North America" (Jashu Patel, United States); and (15) "The Policy of National Language and Its Implication for Library Service for Multinational Population of the USSR" (Ildar Nazmutdinov, USSR). (CGD)

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Division of Libraries Serving the General Public

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SECTION OF LIBRARIES SERVING DISADVANTAGED PERSONS

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Sessions: 95 Tuesday 10.30 – 12.00
105 Tuesday 13.00 – 14.30
132 Tuesday 17.00 – 18.30
136 Wednesday 08.30 - 10.00

The development and future of easy readers for adults in the UK *(69-DISADV-3-E)*	Stephen A Hoy Leicestershire Libraries and Information Service UK
Library education in Canadian prisons: a model *(70-DISADV-4-E)*	Anne M Galler Joanne Locke Concordia University Canada
The use of audio visual materials in prisons *(89-DISADV-5-E)*	Bernard C Wright Wakefield Metropolitan District Libraries UK
Health information and the community *(68-DISADV-2-E)*	Robert Gann Southampton General Hospital UK
'All you ever wanted to know about medicine but never dared ask': health information services for patients *(67-DISADV-1-E)*	Sally Knight Lister Hospital Hertfordshire UK

SECTION ON LIBRARY SERVICES TO MULTICULTURAL POPULATIONS

Sessions: 131 Tuesday 17.00 – 18.30
157 Wednesday 13.00 – 14.30

IR052452

Australian libraries and the national language policy *(45-MCULTP-1-E)*	Derek Whitehead State Library of Victoria Australia
Multicultural library service in a bilingual framework: a Canadian experience *(51-MCULTP-2-E)*	Olga J Gil Alberta Culture Library Services Edmonton Canada

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THE DEVELOPMENT AND FUTURE OF EASY READERS FOR ADULTS IN THE UK

Stephen A. Hoy, *Principal Librarian, Special Client Groups, Leicestershire Libraries and Information Service, UK*

ABSTRACT

It is estimated that 13% of the population in the U.K. lack the basic skills for reading and writing. Although the adult literacy campaign in the 1970s encouraged many library authorities to develop collections of resources to support the campaign, few are used of exploited imaginatively. A number of groups within the community can be identified as requiring access to easy reader material (people with disabilities that affect reading, for example) and librarians need to work closely with other agencies to ensure the relevance and quality of provision for these groups. A national working party to co-ordinate and direct action on a national basis is suggested.

In the early 1970s there was a growing concern (and an increasing amount of evidence to support that concern) that there were large numbers of adults in the U.K. who could be said to be illiterate. Figures quoted at the time indicated that there might be as many as two million people whose reading and writing abilities were less than those of the average nine year old child. It was also recognised that the numbers of people who were functionally illiterate (i.e. not able to cope with the normal reading and writing needed to participate fully in society) were likely to be very much higher. A typical nine-year old child would be unables to cope with the text of most newspapers; a reading age of 13 or 14 is required to understand the cooking instructions of a tin of soup and of 16 to cope with most official forms.

UNESCO studies have suggested that, in most western societies, "functional literacy" requires a reading age of at least 13. The numbers of adults who were experiencing difficulties in the U.K. at that time, or who could be classified as not possessing the basic reading and writing skills to function effectively on an everyday basis, could therefore be increased to more than 6 million people (1) It is also worth remembering that this figure did not include people with learning disabilities or people whose first language was not English.

The early 1970s was therefore the period in which Britain woke up to the reality of illiteracy in its society, in the same way as it had "discovered" poverty at the early part of the twentieth century. We made a startling "rediscovery" of poverty in the middle of the 1960s, and evidence suggests that we are about to undergo a similar rediscovery of illiteracy in the 1980s. It must be remembered that the redefinition of the problem is one that professional workers are once again becoming aware of – for those people experiencing difficulties and who cope with everyday life without those basic skills the majority of the population take for granted, the situation is a continuous and continuing problem. (It is not within the scope of the present paper to specualte on the co-incidence of poverty and illiteracy, but it would be interesting to measure the extent of correlation between the two).

The most recent research on literacy and numeracy problems shows that around 13% of the population are experiencing difficulties in these areas. The research (co-ordinated by Lancaster University) is based on interviews with 12,500 young adults, all of whom were born in the first week of March 1958 and who have been monitored every five years since birth by the National Child Development Study. (2) As part of the latest survey, they were asked whether they had any problems with reading, writing or arithmetic. 13% reported experiencing difficulties, and most of those said that their difficulties had prevented them getting jobs or on to training schemes and that they had also experience problems in filling in forms, reading advertisements and writing letters. Dr. Mary Hamilton, who worked on the survey, said:

"We tried to isolate a simple cause of the problems, but it was not possible. Some had very obvious explanations such as poor health as a child, or hearing problems. Some had poor eyesight, which impaired learning, but, for the majority, none of these things applied. We have, I suppose, failed to come up with a simple explanation as to why a country like Britain continues to have a literacy and numeracy problem".(3)

This new evidence is perhaps even more surprising when one considers the amount of effort made in the 1970s to alleviate the need. The most significant development was when the British Broadcasting Corporation (BBC) became heavily involved in the needs of adult illiterates through a weekly series of education programmes first broadcast in October 1975 and shown at peak viewing times, and through many features on the national radio network. Not only did their involvement encourage many adults who were experiencing problems to use the "phone-in" facility to ask for help, but is also raised the whole profile of the issue with the public as a whole (many of whom encouraged relatives and friends to ask for help). Between October 1975 and October 1978, over 50,000 people had enrolled as students; 20,000 people had volunteered to help to teach. A survey in 1978 showed that 56% of the population knew of the existence of the adult literacy campaign. In February 1975 the Adult Literacy Resource Agency was established; the agency is now know as the Adult Literacy and Basic Skills Unit (ALBSU) and operates under the auspices of the National Institute of Adult and Continuing Education (NIACE).

The success of the adult literacy campaign in the 1970s ecouraged publishers to both produce and to market more effectively a range of easy reader material aimed at the teenage and adult marter. Library authorities rushed in to support the initiatives by acting as referral agencies, working in partnership with adult literacy schemes and by buying collections of easy reader materials. Most authorities simply created a new section in their libraries for adult literacy, often displaying the logo (illustrated below) for the literacy movement and

sat back and expected the resources to be used. But, perhaps unsurprisingly, they weren't and there were a number of reasons for this (some of which were recognised at the time):

1. Prospective users of such materials had little or no background in library use, and, in many instances, were unwilling to use what appeared to them to be an intimidating and irrelevant service.
2. The formats of the publications made them difficult to shelve or display effectively and many were unattractively produced.
3. Many library collections were labelled insensitively. "Adult easy readers"; "tutor readers"; or "basic education" were terms that were amongst others used – such terms are not in everyday use and were meaningless to the majority of the population. Using such a section also marked people out as "different" from the mainstream library user.
4. The majority of the materials published were at too high a reading age for beginner learners or were designed primarily for group use, or for use by a tutor.
5. Librarians did not actively advertise or exploit the materials and had little idea how to develop the service. In some areas these attitudes had remained unchanged, and although there are instances in which library authorities have adopted an imaginative and positive approach to the disply of resources, user education and to work with other agencies, there is at least one authority which has withdrawn all its basic education material on the grounds of lack of use.

But, in library terms, we have now expanded and refined our perceptions of the needs for adult easy reader material, and we now identify a range of groups in the community who require access to easy readers:

1. People who are functionally illiterate, but whose first language is English.
2. People who are learning English as a second language.
3. People who are learning English as a foreign language.
4. People who have a mental handicap.
5. People with learning disabilities.
6. People who were born deaf, or became deaf before acquiring language and communication skills.
7. People who have suffered strokes.
8. People with asphasia.
9. People with confusion or senile demetia.

So, what is the current provision of easy readers for adults and what gaps in provisions exist? We said earlier that there was much publishing activity associated with the advent of the BBC's "On the move" programme. Unfortunately the impetus provided by that campaign has not been maintained. Whilst it is true that, in statistical terms, there is now a range of materials designed for adult easy reader use, we are making comparisons with a situation in the 1970s when there was virtually nothing available.

Fictional material in particular is limited in range, with very little available for the beginner reader. The satisfaction gained by adults in being able to read a complete book for the first time is difficult to match, but most people are forced to wait until their reading skills are well developed before starting to tackle the bulk of the available material. Some series exist which are attractive in layout and adult in appearance and approach, but the majority of available material is aimed at the school or teenager market, and do not, in general, reflect the experience of adults or cater for beginninr readers. At slightly

more advanced levels, there are very few examples of a "good reader" and a limited choice of material that can act as a bridge to everyday, general literature. Thus at all possible stages in reading development, there is a serious lack of good fiction capable of encouraging and enhancing the uses of reading for pleasure and enjoyment.

Non-fiction material of an age- and culturally appropriate nature and of a content and format acceptable to adults is also at a premium, and although there is the possibility that titles primarily published for the children's market will be of selective use, simple reading material on specific topics to interest or inform new adult readers is rare.

The largest development in this field has been the growth in the stimulaion and publication of student writings. In recent years, a considerable stock of material reflecting the experience of adult literacy students has been published and this activity has not only given both encouragement and status to the authors, but has also provided practical examples of what can be realistically achieved by others. Such writing usually tends to be autobiographical and this model has, to some extent, become established as a model of student writing. Unfortunately, despite the considerable efforts of a range of dedicated alternative bookshops and publishers, much of this material is of poor quality in presentation, is geographically specific and achieves little market penetration. The lack of any organised bibliographic control of material such as this remains, and is likely to remain, a major problem for both librarians and other workers in related fields, as it is difficult both to be aware of what has been produced and how to get hold of it.

So we still have a need for books that will

1. Provide a range of interesting stories.
2. Reflect, extend and enhance real experience.
3. Use natural adult language.
4. Be age – and culturally appropriate.
5. Be professionally designed and presented in a format acceptable and familiar to adults, and which, where appropriate, use a large print.
6. Be available for all stages and ranges of ability.

In a report to ALBSU which considered materials available in adult literacy and basic skills it was further noted that:

"It might be a useful idea to develop channels of communications between writers and readers to facilitate regular feedback to the writers who might then be able to tailor their writing more to the demands of readers." (4)

I do not, however, want to give the impression that the situation in the U.K. is wholly a bleak one. Far from it, and there are many initiatives worthy of consideration. The Library Association, in 1981, produced a guide to books for adults learning reading and other functional skills which listed a wide range of resources produced by both local community groups, publishing schemes and commercial publishers. (5) This has not, to date, been revised, although ALBSU have recently published a guide (6) to resources which is more wide-ranging than the Library Association book. Alternative bookshops (although provision across the country is patchy) stock an increasingly wide range of easy reader material for adults. The Royal National Institute for the Blind (RNIB) (7) recently launched a literacy scheme for people with visual handicaps, and there is also evidence that the needs of adults with learning disabilities are being more actively considered. A conference organised by Leicestershire Libraries and Information Service in 1986 considered the needs of people with a mental handicap for books and the conference proceedings (8) were widely circulated internationally and this highlighted the high degree of interest amongst librarians, social workers, teachers and others in this particular topic. As a direct result of the Leicestershire conference, the Book Trust (9) (a national organisation which promotes the uses of books and reading) have now appointed a project manager, part of whose job will be to campaign for the publication of books for adults with a mental handicap.

A number of commercial publishers spoke at the Leicestershire conference and made several points of direct relevance to easy reader material for adults:

1. Publishers cannot consider projects that are not commercially viable.
2. Few publishers have market research departments and do not therefore always have the resources to investigate new areas of provision.
3. Publishers must be presented with firm ideas for books, not vague generalities.
4. Publishers need to be educated to become fully aware of the problems and opportunities involved in this field.

Their main message was that if people working in the field can identify the needs and establish a response to those needs to approach publishers with very firm ideas about what is required, the costs and possible numbers of sales, then commercial publishers would be willing to look at the whole issue in a more responsive and positive light. Librarians are well placed to co-ordinate such an initiative on a local basis, and to encourage student writers and others to write more for adult easy readers.

What, then, is the role of the librarian in relation to easy reader material for adults? We have just identified two linked roles in acting as a catalyst for local action and to encourage local writing. Secondly, there is the dissemination of information about new resources to colleagues in other related departments and agencies. This is not easy, as we have seen, becuase there is no organised or nationally recognisable bibliographic control of such material. Library suppliers do not generally stock appropriate books, and often assume that children's books will do! (Perhaps librarians could take an active role in encouraging suppliers to be more responsive to the needs.) Whilst some libarary authorities play a very active role in highlighting what is available (Lambeth, for example maintains an exhibition collection of basic education material, and Leicestershire holds an annual exhibition of new materials) it is still nonetheless difficult to determine the breadth and scope of new resources, but, in many respects, libraries are the only agencies equipped to undertake this role.

Thirdly, librarians need to imaginatively exploit and promote basic education material. It should go without saying that collections of basic education material will not be used unless we take the time to display them effectively, make the collections user-friendly and to work with groups of adults within the community who need access to such material to encourage both use of the collection and to develop programmes of user education to enable them to use libraries and library resources to maximum effect. Many adults who require easy reader material will not be "natural" library users and may be deterred from unsing a library by a number of factors : the look of the library building, the joining procedures, unsypathetic staff, insensitive guiding, etc. Experience in many parts of the U.K. indicates that sensitive and well-planned user education sessions for basic education students helps to "demystify" the service and also enables a future regular and effective use of the service by both the students themselves and their families, friends and relations.

Finally, and most importantly, is the fact that librarians cannot operate in isolation. We need to work in close co-operation with all relevant agencies both nationally and locally to identify needs and to explore areas of common interest. By sharing ideas, expertise, resources and staff, a more effective and relevant service can be developed and librarians can understand and appreciate more precisely their role in the network of other agencies. Such initiatives require time, resources and a committment from all levels of the service to enhance and extend a service to adults who need easy reader material.

These roles would be facilitated if some form of national working party were able to co-ordinate initiatives and to campaign to raise the profile of libraries generally, (Although ALBSU has effectively co-ordinated the efforts of basic education tutors over the past ten years, there is little or no input into their committees and reports by librarians.) The terms of reference of such a working party could be:

1. To investigate the need for national bibliographic control of easy reader material.
2. To research the needs for easy reader material for adults in all areas in which they live and work.
3. To involve other relevant agencies in discussions as appropriate.
4. To set up small-scale research and evaluation projects as appropriate.
5. To encourage and support good practice.
6. To involve publishers in discussions to encourage their involvement in adult easy reader material.
7. To commission reports and run training sessions for staff from all relevant agencies as appropriate.
8. To consider the need for a National Library for the adult with reading disabilities and to explore possibilities of funding such a project.

The key to the success of any working party of this nature will be the involvement of representatives of all relevant agencies (not just librarians) and a clearly defined set of aims and objectives. The terms of reference outlined above are intended as a starting point for discussion only.

Over the last ten years, basic education provision for adults has become established as a crucial part of any education or library service. Efforts and initiatives need to be sustained, developed and enhanced as we look towards the future. Opportunities for adults to improve and extend their basic reading and communication skills will be needed for some time to come. Working collaboratively and innovatively with other agencies, librarians should be able to take their place in future developments with a confidence that their services make a real and effective impact on the lives of adults who require access to easy reader material.

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70-DISADV-4-E

LIBRARY EDUCATION IN CANADIAN PRISONS: A MODEL

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and
Joanne Locke, *Assistant Professor Concordia University Canada*

ABSTRACT

Based on a review of the literature and the results of a survey conducted by the speakers, a picture of the current library situation in Canadian prisons will be presented.

The speakers will then describe how they became involved with the idea of prison library education and their experience with nine inmates serving long-term sentences. This will be followed by a discussion of the advantages of library education for inmates while in prison and after release.

The speakers have devised a model which offers a well rounded education combining a liberal academic background with practical library skills. This model can be adapted to other post secondary educational institutions offering distance education.

PART 1 – SURVEY AND EDUCATION MODEL

The IFLA Section of Libraries Serving Disadvantaged Persons reaches out to members of the community who are not able to avail themselves of library services, such as hospital patients, prisoners, shut-ins and the physically handicapped. Among these, prisoners are the most disadvantaged as for understandable reasons it is difficult to get either volunteers or personnel properly trained in library studies to go into prison library service. It has also appeared from scanning the literature that rehabilitation through education is the most effective way that prisoners can escape their, albeit self-inflicted, condition and avoid or reduce the incidence of recidivism. It was therefore felt that distance library education in the form of a Major, as part of a complete Bachelor of Arts degree programme from Concordia University was a viable alternative that should be offered to prison inmates. Why Concordia University? Because, through its two founding institutions, Sir George Williams University and Loyola College, Concordia relies on a long tradition of serving mature entry and part-time students in a flexible mode. Moreover, in Canada Concordia is the only university offering a Bachelor of Arts with a Major in Library Studies. All other institutions either offer two-year Certificates or Master's in Library Science.

In order to proceed in an organized fashion towards the goal, which was to develop library education for prison inmates, it was decided to do the following:

1. Conduct a survey of prison libraries in Canada;
2. Based on the survey, select the appropriate institutions, i.e. where prisoners could profit the most from a Bachelor's degree in Library Studies;
3. Design the 90 credit educational programme best suited to distance education;
4. Prepare a list of a basic reference collection to be provided by each prison library without which they could not participate in the programme;
5. Prepare an application in order to obtain external funding to enable Concordia University to design, prepare and offer such a programme accross Canada.

The Survey

The prison system in Canada is basically a two-tier system. The federal institutions, under the Correctional Service of Canada, house inmates serving sentences of two years or longer; prisoners in provincial institutions serve sentences of less than two years. Federal institutions have correctional centres ranging from minimum security (level 1) to maximum security (level7), as well as multi-level. According to directives established by the Correctional Service of Canada, which is responsible for the penal institutions at the federal level,

All institutions with a security classification of S3 to S7 shall provide, on a professional basis, an institution-wide library service, as comparable as possible to that servide available from a public library...

The library collection shall be of sufficient size and quality to meet the needs of inmates and staff.'

Despite these directives and based on personal experience, it was strongly suspected that prison collections, while possibly sufficient in size, were probably weak, especially in reference materials.

Thanks to a small grant from Condordia University Aid to Scholarly Activity obtained in December 1986, it was possible to prepare, disseminate and subsequently analyze such a survey.

The survey was divided into three major areas of enquiry:

1. Library staff and assistants (including inmate assistants);
2. Library facilities and collections;
3. Library budgets.

After analysing the survey results we came to the conclusion that the degree programme should be offered to 27 federal penitentiaries representing security levels S-4 to S-6 as well as multilevel. It is at these institutions that inmates serve longer sentences and are most likely to profit from such an educational experience.

These institutions also had, as appeared from the survey, the best collections and the best qualified librarians or library technicians in charge of their libraries.

Unfortunately, it also became clear quite rapidly that although some of the institutions reported large collections, these consisted mainly of donations, thus representing quantity rather than quality.

Having decided on the type of institution to whom the educational programme could be offered, the next step was to design the Bachelor of Arts Programme most appropriate for distance education.

Education Model

The starting point was Concordia University's 90 credit B.A. degree which is based on a full time student taking 5 courses per year, for 3 years, each full course representing 6 credits, each half course repesenting 3 credits.

The Library Studies Major, which combines practical library skills with a solid Liberal Arts background, represents 36 of this 90 credit B.A. concentration, the balance of 54 are academic electives. Concordia currently offers a fairly flexible programme, which means that besides the 36 Library credits, the student can select almost any liberal arts or science course offered by the University.

Due to the constraints of courses in a distance education mode, it was decided early in the planning process that, while the 36 library credits would be retained, the 54 additional credits, representing the core curriculum, would have to be predetermined. At least at the beginning it was felt there would be no room for electives. Selection was based on several criteria:

1. adaptability of a course to a distance mode;
2. course already offered off-campus;
3. student (i.e. inmate) interest;
4. faculty interest.

We then designed the core curriculum which in our opinion is a good enough mixture of arts and science courses, yet attractive enough in its variety to appeal to prison inmates. The development and implementation of these courses, together with the library courses, will take place over a three-year period.

Some of the reasons for offering particular courses are pragmatic. For example, the Classics Department offers a 3 credit course that has many slides and thus has a visual appeal. Having approached the Classics Department we were told that this course could be developed, suitable for distance education.

There are also other possibilities, such as taking credit courses at a local university which is available to prisoners in large centres, but not necessarily to all. Credits taken at other universities are transferable to Concordia under these special conditions. Having examined all aspects of the question we came to the conclusion that the best method is to transfer other credits to Concordia and offer the degree from here as a complete program.

PART 2 – PILOT PROJECT AND FUTURE PLANS

In the summer of 1986, when the idea of offering library studies courses to inmates was still in the formulation stage, we contacted

Joanne Lefebvre, librarian at Collins Bay Institution which is a medium security facility housing 500 inmates. A visit to the institution proved to be invaluable in many areas. It provided the opportunity to discuss the viability of offering university level library courses to inmates. This visit also enabled us to see the library and make a cursory examination of the collection; to speak with the Director of Education and Employment; to speak with some of the library inmate assistants; and on a less concrete level, to gain some sense of the environment – to experience its rigidity, regimentation and all-pervasive atmosphere of tension. We left Collins Bay however. with a positive reaction to a pilot project which entailed offering two three-credit library studies courses in a distance format.

Originally, the librarian at Colling Bay stated that there might be three inmates who were interested in taking the courses and who met the criteria of being over 21 and having completed secondary school. By the time the course began, the number of students had swelled to nine including eight inmates and the librarian. Because statistics indicate that "... students complete distance education courses less often (10 to 70%) than their counterparts finish classroom-based ones (50 to 85%)..."[2] it was felt that with a larger number of students taking the course, the incidence of completion would be higher. In addition, the students would have support from one another. This would provide opportunity for discussion of course material and assignments as is possible with the students in the classroom.

The profile of the inmate library assistant who chose to take the course was similar to that of the one revealed in the survey. Overall, the group tended to be homogeneous with individual exceptions in the various categories. Of the 8 inmates, 6 were serving life sentences ranging from twelve to twenty-five years, 7 were over thirty years of age, all had completed high school, and all were serious about the library. The librariand was a former teacher who had completed an Ontario government teacher certification with some library instruction.

The introductory library course is currently offered at Concordia University in a modular format, that is, the course material is divided into eight study units. It is a personalized method of instruction which allows a student to progress at his own pace. There are no lectures. Each study unit is divided into an introduction which briefly presents the topic of the module; a statement of objectives which indicates what the student should know upon completion of the module; a list of materials which features all materials such as additional readings; a procedure which details step by step the path the student should follow to achieve the objectives and a study guide which provides practical assignments. Upon completion of a module, the student is required to writre a mastery test which, in a classroom situation, is immediately corrected by a teaching assistant. The student is, under these circumstances, given instant feedback. If a student successfully completes the test he is permitted to go on to the next study unit; if he is not successful, he may try another mastery test after a predetermined period of study and review.

Because the introductory course was in this modular format, it appeared as though only minor modifications would be necessary to the course. It quickly became apparent that modifications would be of a more significant nature. One example of this occurred when the specific titles required to complete a module were not typical of the prison library collection; fortunately, however, the types of materials were comparable. Revisions entailed the substituting of one title with another, such as the *Canadian Encyclopedia* for the *Encyclopedia Americana*, and modifying the materials, procedure and study guide sections of the various modules.

In order to ensure the success of a distance education project there are many essential factors of which the most important is communication. Under normal circumstances, a student can pick up the phone, whether local or long distance, and obtain reassurance or clarification. This is not the case with inmate students. It therefore became of paramount importance that instructions be clear and precise and would not be misinterpreted by the student.

Not unlike the classroom student, the distance student wants feedback as soon as possible. As was previously mentioned, with this type of modular format instant feedback was an important component. Although circumstance dictated that this be sacrificed, compensation was made by providing extensive comment with the marking.

Because this was a pilot project, the first four modules were brought to the institution, the students were assembled and given the material with a brief explanation as to procedure. A pacing schedule outlining the calendar of events we distributed. There was some concern expressed by the inmates, that with other pressures or unforseen circumstances, they would not be able to keep pace. They were assured that such circumstances would be taken into consideration. In reality, the students progressed more rapidly than anticipated and were pressing for the remaining four modules before the modules had been modified. In order to maintain this momentum, rather than send the remaining four modules in one volume when ready, the material was sent as it became available. This resulted in a three-week delay between modules 6 and 7. The students became disgruntled and enthusiasm waned, emphasized with complaints of completing this course and not continuing to the next course. This subsided with the arrival of the remaining material. Only one student discontinued, two students have been given an additional length of time to complete the material, and the remaining six have completed the course and will be writing the final exam. A valuable point arose from the scheduling experience, that is to establish a schedule and adhere to it. In this way, the expectations are established, understood and respected.

The second introductory course for the pilot project requires less revision and will again be in a modular format. After this, without substantial funding, the project will come to a standstill. As Derek Birch stated in his book *Managing Open Learning*:

The momentum of an innovation may be maintained for a time by the energy and enthusiasm of the self-selected and committed. At some point, however, an innovation requires to be legitimised, formalised and "sold" to the more sceptical.[3]

A private foundation has been approached for funding with the purpose of developing the model and offering the undergraduate degree across Canada. The preliminary budget proposal which covers the three-year development and impelementation project is divided into several sections including development of courses; supplying a basic reference collection and specialized equipment to each participating institution; promoting the programme, hiring an assistant for the three year project and making any necessary visits.

It is sincerely hoped that this foundation will recognize the significance of using such a programme both to increase the opportunity for inmates to achieve a higher level of education while in prison; and to provide trained and educated library assistants to allow the prison library to better meet the needs of the prison community.

Notes

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2. Charles E. Feasley, *Serving Learners at a Distance : A Guide to Program Practices* (Washington, D.C. : Association for the Study of Higher Education, 1983): p.6.
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89-DISADV-5-E

THE USE OF AUDIO VISUAL MATERIALS IN PRISONS

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ABSTRACT

The close relationship between library services provided by local authorities to prisons, and the Education Departments within those prisons, means that the library has the potential to develop its role to offenders in line with services increasingly being offered to the public. The Information Technology explosion of the last few years means that greater reliance is placed on the audio visual presentation of information and knowledge retrieval. To those cut off from society with its social and educational facilities AV assumes an added importance, replacing them and providing links with the outside world, preparing them through all levels of learning for a place in society.

When I was first approached to present this paper, I was sure that your organisers must have made a mistake. It is true that my experience of prisons extends over a number of years, longer in fact than some life sentences but in that time my first hand experience has been restricted to one maximum security prison and one detention centre for youths aged 16-19 and even further restricted to the library service in those establishments and not the full range of activities taking place where audio visual materials are used. However the management structure of the prison library service in this country is such that the library and education services work closely together to cate for inmates' needs, and my asaociation with the Prison Libraries Group of the Library Association over the past 5 or 6 years and the post of conference organiser for 3 of those years has brought me into contact with staff from prisons and library authorities throughout the country and I am indebted to them for much of my information.

As far as the library service is concerned, every encouragement is given to extend the provision of materials to prisons beyond the basic book issuing service. The Library Association in its Guidelines for library provision in prisons issued in 1981 notes the following "Non book media are a developing area of prison library provision, although their recreational use may be restricted by local constraints. Public libraries should be as flexible as possible in their response to increase provision and encourage use ... Wherever possible a full range of audio visual material should be incorporated in the library stock, particularly where it can support and enhance the education programme..."[1]

At the time the Guidelines were published a survey showed that over 40 prison libraries were being provided with items other than books by local public libraries, and the number has continued to grow steadily. Even before the issue of these Guidelines the Home Office itself was encouraging such provision. In 1978 it noted that "Public Libraries ... have extended their services ... to include audio visual materials ... it is hoped that where suitable material is provided by public libraries local arrangements will be possible to make it available to the Department's establishments."[2] In the same document the Home Office also asserts "... the library in a custodial situation should as far as possible resemble a good Local Authority Branch Library".

The objectives of the prison library are to some extent governed by the nature of the population and the constraints placed upon the use of the service by the overriding requirement of containment and security. Although persons from all walks of life are to be found in prisons, a large proportion of the population will be from less able element of society, less well educated, many with poor or non-existent reading skills. A sampling of offenders at the Detention Centre which I serve showed that 78% came from a background of rented inner city accommodation in areas of considerable cultural and social disadvantage. Only 7% admitted to regularly using the library prior to sentencing, 14% used the service about once a month, 32% no more than twice a year and 45% never used a library. A further test carried out at the same time to determine reading ability revealed that 32% were either below average or were complete non readers.[3] Although it should not be assumed that these figures would be repeated in every penal establishment they do present a general pattern of inmate abilities and as such give the librarian an indication of what is required to meet the needs of users or potential users.

The benefits and advantages of using audio visual materials in these conditions are obvious and I do not intend to stress the obvious. However I would like to examine briefly what is being done in this area and to suggest what we could be doing.

To begin with it is difficult and in fact undesirable to separate the aims of the library service in prison from those of the education service, as each is dependant on the other in seeking to encourage and develop the reading habit, and to provide material in book and non book form for recreation; leisure; information and all levels of education including academic and remedial, cultural and vocational, social and personal, as well as supporting training and welfare work.

A number of prison libraries have now prepared as part of their User Education Programme a video cassette introduction to the library service produced in co-operation with their local public library. This is used in induction courses for new entrants to the establishment supported by a talk from a professional librarian. In addition to this introduction to the service which features the facilities on offer at the individual establishment some prisons have developed audio visual presentations again on video or in at least one instance a tape slide presentation using cartoons drawn by inmates designed to encourage continued use of the library on release. Such presentations form part of a pre-release course which prepares offenders for immediate and longer term difficulties which they can experience on release. Here then are two key areas where the library service can publicise itself and where the visual image can be so much more effective that the spoken word. The development of the reading habit sould be vigorously encouraged and audio visual materials present the ideal medium for this.

A survey carried out in UK prisons some years ago revealed that 6% of the inmates had a reading age of below 7 years which in effect means they can read only the simplest of texts, and 25% of total inmates were found to have a reading age below 11. I recall a speaker at a study school of what was then the Prison Libraries Subject Group of the Medical Health and Welfare Group of the LA some years ago affirming his belief that books on tapes, the spoken word, will never replace the printed word. I believe this to be still true today, but recent years have seen a significant increase in the output of these "talking books" not only in abridged form but in full length novels, memoires, biographies etc. Many of us I am sure already use this medium in our services to the elderly, the housebound and hospital patients and the logical extension of this kind of provision to the prison library should be actively encouraged. Those offenders who are reluctant to visit the library on account of their non-existent or inadequate reading skills, or to be seen by their fellow inmates to be borrowing reading material of a low literacy level are not afraid to borrow cassette recordings of books which would otherwise be denied them. Nor are the benefits of talking books restricted to the illiterate, but apply across the whole spectrum of learning. Students of English literature for instance are on account of their incarceration prevented from experiencing live performances, or even TV presentations if these are after lock up time, but through the medium of the cassete they are able to study the work at their own pace and in their own time. I can reassure those librarians who are afraid that the spoken words which are on a cassette when it is returned from a prison may differ substanially from those which it contained originally, in other word that it will have been subjected to over recording that this does not happen. This is an example of security and constraint working in our favour as cassette players allowed in prison are either of the playback only variety or have their recording heads removed before being allowed into the possession of the inmates. The cassette service has further advantages to offer. Those inmates whose lack of language skill at English is on account of their ethnic origin are usually well catered for in terms of book provision, but both Asian and Afro Caribbean communities have a deep rooted love of their own music, and the inclusion in the library of recordings provides an important link with their own culture. Such a service I know is much appreciated in such establishments as Wandsworth prison in London where the proportion of inmates from such cultures is substantial. I realise that many library authorities are today under pressure to generate income from services and the sound recordings service is one facility for which they make a charge. I have found that despite their low income, inmates are willing to pay a nominal sume (say 10p) for this service which may help to persuade more authorities to extend their provisions to include recordings.

So far I have only considered the provision of AV materials either through the prison library or to promote the services which the library has to offer. Neither of these will be of any value unless the inmate can be persuaded to set foot inside the door, and here we rely a great deal on the Education Officer as our first line of publicity, he sees all new entrants and assess their educational abilities.

It is in the field of organised education within the prison where the greatest advantages are to be found in the use of AV materials. To many inmates the very word education is suspect and prompts immediate resistance. Many of them probably spent much of their youth avoiding it and do not willingly submit to when in custody. Likewise in the minds of many there is a reluctance to use books and because of shortcomings in their education others lack the training in the use of books. However most young inmates today have grown up with the video image even if only in arcade games and TV soap operas, and this can be used as a basis on which to build an education curriculum, the use of video games and computers making education acceptable to many and for the first time worthwhile.

Remedial classes for those whose abilities fail to reach a recognised standard are a major part of the curriculum of prison education departments. The basic subjects which are taught are English, Mathematics and Social and Life skills. In the latter much use is made of a wide range of material available on video its purpose being to act as a stimulus and generate discussion helping to build confidence and prepare offenders for eventual return to society. Many inmates have a sense of inadequacy when it comes to expressing feelings or describing problems and are unable or unwilling to communicate. The use of video is often found to overcome these problems, and as we see so often learning can become enjoyable when presented in the form of an interactive video or computer program. All prison education departments are now equipped with micro computers which can be used not only for computer training itself but to teach the basic skills of English and Maths through the wide range of programs available.

The use of video of course is widespread in those prisons designated as centres for Open University studies. The transmission

of television programmes in connection with the various courses takes place, even for students who do not have the problem of imprisonment to cope with, at inconvenient times. For those in prison it would be impossible to view programmes late at night or early morning and time shift recording is the obvious answer.

All Open University material from radio and TV is recorded on behalf of the registered students who are then allowed release from normal employment for up to two days a week to pursue their studies in addition to attendance at evening education programmes and private study at weekends. We currently have 20 registered students at Wakefield enrolled for a variety of Open University courses, plus two who are studying for higher degrees through Open Learning. Quite obviously some study facilities available to students on the outside will be inappropriate on account of security and other considerations and greater reliance will have to be placed on AV media to provide the broader based vision which other students acquire through such facilities as art galleries, museums etc. Films, tape slide presentations and video all have an increased role to play where contact with fellow students is not possible to encourage exchange of ideas, and that important essential of many courses, the week long attendance at summer school is a facility that few if any offenders are able to take advantage of.

Another level of education within our prisons is the vocational training course or VTC. Here inmates can learn a variety of trade skills from engineering to tailoring, from radio and TV servicing to painting and decorating. Here it is essential to provide accurate information in a form which is easily understood and can be referred to time and again during practical sessions. It is all too easy to underestimate the importance of some pieces of equipment or to take them for granted. In a prison teaching environment the overhead project assumes an added importance when you consider one of its main advantages over more traditional classroom methods of showing diagrams etc, namely the tutor does not have to turn his or her back on the student. Apart from being able to prepare material in advance and reveal it to the audience step by step, there are many excellent professionally produced transparies available covering a variety of skills at different levels. The workshop situation is one where visual presentation and instruction in skills is extremely valuable as text alone is unable to describe them in terms which can be easily understood and absorbed. A greater degree of knowledge can be absorbed through visually presented information than through sound or text alone.

What of the future. The accelerating increase of information technology is rapidly changing the way we store and retrieve our knowledge. More knowledge is becoming available at the press of a button and at the same time our demands on educational, leisure and social facilities are changing. This is likely to affect the demands and expectations of those who are inside, and we must be prepared to meet them. If we are to continue to provide educational and library facilities within prisons which fully reflect the needs and interests of the customers and which is a replica of the service which we hope they will continue to use on their release, we must ensure that they are not left behind in the development of our information systems. Some prison libraries are already being linked to external data bases provided by their outside library and growing demands for community information can be quickly and accurately met by this means. There will inevitably be conflict with the requirements of security, but with adequate safeguards it should be pointed out that information and knowledge to satisfy the individuals own needs may come to be regarded as a bonus not a liability in terms of security. Prisoners in contact with reality pose less of a threat than those who feel that they are isolated from the increasing use of new communcations systems.

We all recognise the fact that literacy and education are basic factors of success in society, but developing trends in the use of audio visual materials and related technology may force us to examine the ways and means by which this success is achieved. The future use of computers, TVs, video and interactive systems may mean that the individual will not use traditional skills of reading and research as a means of acquiring information and knowledge. The mark of an educated person may in the future by his ability to use information technology rather than express himself in the written or spoken form. Education and library services in the prisons must be ready to meet these changing demands and technological developments in order to ensure that the offender is not placed at an even greater disadvantage on his release.

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68-DISADV-2-E

HEALTH INFORMATION AND THE COMMUNITY

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ABSTRACT

As we move into the twenty first century there is a growing realisation that information holds the key to health. Improvements in health depend not on high tech medicine but on increase participation of people in their own care. In the United Kingdom a wide range of organisations including libraries, are providing health information to the public. The paper examines the role of these bodies with particular emphasis on the pioneering Help for Health Information Service at Southampton General Hospital. It is concluded that librarians, as the information professionals, have a crucial part to play in the promotion of good health.

As we move into the twenty first century there is a growing realisation that information holds the key to real advances in health.

In the nineteenth century major improvements in the health of the population were achieved by engineering methods: the building of safe water supply and sewerage systems and the provision of cheap food. These public health measures are of course still vitally important in developing countries. These advances paved the way for the "medical era" of the first half of the twentieth century: a period characterised, in developed countries at least, by mass vaccination, the use of antibiotics and an ever increasing development in technology.

Now we are beginning to realise that further real improvements in health may be beyond the reach of medicine and lies with the individual's capacity to understand and participate in his own health care.

This approach has been broadly reflected in a number of governmental and international statements from bodies such as the World Health Organization (WHO). WHO's *New approaches to health education in primary health care* (1) states unequivocally that:

"Health science and technology have come to a point where their contribution to the further improvement of health standards can make a real impact only if the people themselves become full partners in health protection and promotion".

In 1985 WHO's Regional Office for Europe produced 38 *Targets for health for all* (2). The theme running through this document is that "Health for all will be achieved by people themselves. A well informed, well motivated and actively participating community is a key element for attainment of the common goal". Health care is not the prerogative of professionals and people cope with a wide range of health problems in their everyday lives. This is true of the majority of minor ailments as well as many long term disabilities which are often handled within the family. These "informal carers" have information needs (which include basic health care and information on community resources) in the same way as professionals.

Access to information: a challenge to library services

This new emphasis on an actively participating public presents a challenge and an exciting opportunity for library services, for genuine participation depends on a full and continuing access to information. In the United Kingdom the Association of Community Health Councils has recently issued a *Patients' Charter* (3) in which access to information features strongly. The Charter states that all people have a right to:

"written information about the health services, including hospitals, community and general practioner services" "be informed about all aspects of their condition and proposed care, unless they express a wish to the contrary"

Similar charters exist in other countries, for example the USA where there has been a Patients Bill of Rights since 1973 and Sweden where a 1983 law Halso och sjukvardsnamnden gives the public a right to information about health and illness and options in treatment and care.

The question of access to medical records is an issue which is currently hotly debated and is perhaps beyond the remit of library and information services. However the provision of information about health services and about medical conditions can certainly be seen as the responsibility of the professional librarian. How readily and effectively have librarians in the United Kingdom responded to this challenge?

Developments in the United Kingdom

In the UK responsibility for providing information to patients rests with a variety of different organisations, of which libraries are only one (4). Community Health Councils were set up in 1974 as "patients' watchdogs". They provide information on local health services, patients rights, and form a channel for complaints. Health education units also exist within each District Health Authority and are responsible for the promotion of good health in the community. In the specific field of disability information there has developed a network of 100 DIAL groups (Disablement Information and Advice Line). The importance of DIAL is that the advice services are run by local disabled people for disabled people. Some of the most interesting information projects are being set up as part of neighbourhood community health schemes. In general practice there are now about 80 active patient participation groups, a majority of which are involved in information provision.

Some of the most exciting activity in the area of information provision has vome from self help groups for specific health problems. BACUP: British Association of Cancer United Patients has been set up by a doctor who discovered, when she was diagnosed as having cancer, the lack of information experienced by many patients (5). BACUP's Cancer Information Service now deals with thousands of enquiries, which are answered by trained cancer nurses, supported by an extensive data bank of information on cancer incidence, treatment and resources.

Another excellent example is the AIDS support organisation the Terrence Higgins Trust. Without any official body to satisfy, the Trust has been able to fill an urgent need for non technical and explicit literature on AIDS. Here is the supreme example of the importance of information to health. In the absence of a vaccine or cure, improved public knowledge is the only weapon we have against the AIDS virus. In the UK this year the crucial role of information provision has been underlined by the delivery to every house in the country of a leaflet entitled AIDS: Don't die of ignorance.

In the library world, the public library sector with its developing community information services has progressed the furthest in this field but even here there has been some diffidence in handling medical information. In turn although there is a good deal of interest in patient information amongst medical librarians it is only really in the Wessex Region with Help for Health, and in Stevenage with the Health Information Service, that information services to patients are well developed. The Health Information Service forms the basis of the following paper so I will concentrate here on Help for Health.

The Wessex Help for Health Service

The origins of Help for Health lay in a British Library research project into information about self help groups which took place in 1979 and 1980. The research was in two phases involving an identification of information needs, and the establishment of a databank of addresses and details of national and local self help groups.

The report of the British Library project (6) drew attention to the wealth of help available and the lack of an effective mechanism for communicating this information to those involved in the care of patients. The report recommended the establishement of an information unit and enquiry service. The recommendation was accepted and funding is now the responsibility of the health authorities in Wessex.

Help for Health operates from an information unit at Southampton General Hospital and is staffed by one information officer and an information assistant. Running costs of the service are about £30,000 p.a., consisting of staffing costs, travel and subsistence, printing of information and publicity materials, subscriptions to voluntary organisations, and purchase of books, leaflets and other information materials. Over 800 enquiries are answered each month. Most enquiries are received over the telephone although are also letters and personal callers. Health visitors (community nurses) are the heaviest users followed by enquiries received directly from the public.

The Help for Health collection consists of a database of national and local self help groups and self help publications; a library of directories of popular medical books; a collection of several thousand patient information booklets and leaflets largely originating from self help groups, and subscriptions to 150 popular medical and self help journals. The database of organisations is stored on an Olivetti M24SP computer (a 20 megabyte hard disk IBM compatible) using a simple database management package, Cardbox Plus. In response to enquiries received by the information service the file can be searched for organisations dealing with a particular disease or disability; offering a particular service; based in a particular town, or a combination of all these. Information about the self help group is usually coupled with the provision of an information leaflet, recommendations for further reading etc.

The unit also acts as a focus for training in the use of self help resources, patient education and patient-staff communication, in medical, nursing and paramedical education. There is an active self-financing publications programme through which guides to the information available for patients in particular subject areas are made nationally available.

On a national scale there has been considerable interest from other health authorities and information agencies in the establishment of schemes on the Help for Health model. The journal for health and welfare libraries in the UK *Health Libraries Review* contains a regular patient information column edited by the author, who is also responsible for a regular column in the *British Medical Journal*: "What your patients may be reading" Internationally links have been established with a number of services in the USA and Europe and visits made to several.

Conclusion

We are entering a new era of health care: an era which depends on the participation of the patient in his own care and in the choices which influence his health as an individual and as a member of his community. Effective participation depends on the ability to make informed choices. There are many developments in the provision of information for self care but often the most exciting initiatives are taking place outside the library world. As the professional information providers in health care, librarians should be aware of these trends and respond positively to them. In Wessex, through the example of the Help for Health service, we are contributing to a growing awareness of the vital importance of the library profession to the promotion of good health. We are realising that it is information, not medicine, which holds the key to health.

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67-DISADV-1-E

'ALL YOU EVER WANTED TO KNOW ABOUT MEDICINE BUT NEVER DARED ASK': HEALTH INFORMATION SERVICES FOR PATIENTS

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ABSTRACT

The need for patients to have access to information on their illnesses has always existed, and in this paper the role of the librarian in the field of patient education is discussed. The Health Information Service at the Lister Hospital has been built up to give information at two levels – one for the layman and one for the professional. The key to the successful use of such information is communication between all concerned.

The voice on the other end of the 'phone sounded anxious.

"You see I'm worried about my wife"

"How can I help you?" I cautiously asked

"Well, I think she's got Huntington's Chorea and I can't get anyone to listen"

"Have you been to the doctor?"

"Yes"

"What did he say"

"He seems to think I'm worrying about nothing"

"Why do you think she has Huntington's Chorea?"

"Because her father and two uncles died of unnamed disease in the local psychiatric hospital and she's showing small signs of the same illness"

"But why do you think it's Huntington's Chorea?"

"I've been looking in a textbook and it's the only thing that fits the description"

All this happened well over 10 years ago and, cutting the ensuing story short, I sent the caller an article from the Nursing Times describing the condition and I put him in touch with the then newly formed, Huntington Chorea self-help group called Combat. Combat took the matter in hand and it was confirmed that the lady in question did indeed have the disease.

The husband had used his commonsense and worked out that even in provincial Hertforshire the hospital staff had access to information, and had taken the gamble and asked the hospital switchboard for the medical library. But what about all those other Joe Publics out there? From whence did they receive their information? Information is power and from where does it spring for them, particularly for those who are not as highly motivated as my caller.

More is now known about Huntington's Chorea, but it continued a worry in my mind that had been started off many years previously when I was working as a young junior library assistant in a highly specialised unit in a world famous teaching hospital where requests for information from the public were just completely ignored. I was unable to change any systems then.

So at Lister Hopital I gradually and quietly started to answer any enquiries from members of the public that came my way. As my post is jointly funded by Hertfordshire Library Service and the North Herts Health District Authority it became obvious to members of staff in the local public libraries to field any difficult medical enquiries my way.

Added to this, in the early years, frustrated by not being able to find addresses of self-help groups, I set to and compiled such a list and "Help I need somebody" was first born in 1975. A new edition is currently in preparation. Similarly frustrated by a lack of reliable information for the layman, I began collecting and indexing medical articles from the popular press which would appeal to the layman and be useful as a basis for resource. This grew into a quarterly index which is now distributed countrywide and popular articles from magazines ranging from Woman and Woman's Own to British Medical Journal are included, together with newly published books. This index forms quite a large basis for Health Information Service now formed at Lister Hospital.

The service itself comprises +/- 3,000 folders on various topics and diseases at two levels, one for the layman and one for the professional. Additional to these folders is a parallel collection of information from self-help groups. The Service is a member of many of these groups so that the most up-to-date information is received. A small collection of books is also kept and a lengthy bibliography for each topic that we have a file, if even further reading is desired.

Each enquiry received has a tailor made answer if that is found to be most appropriate. Enquiries are currently being received at the rate of about 200 per month. The only problem is time taken to answer some of them. The service finds increasingly that it is the complex that we are being asked about, and if no file exists on that subject, one has to be created. This may well necessitate a literature search and then obtaining the literature from elsewhere.

The service is used by anyone and everyone; Doctors use it (to a small extent) to brush up on a topic about which they know little but, more particularly, it is used by nursing personnel and all the allied disciplines. However by far the biggest user is Jo Public himself. He uses us in a variety of ways: through the public library system, through his own General Practioner, health worker, or directly to us.

There are many pitfalls in providing such a service and we are always mindful of possible problems. It may be that the client just wants to reinforce what he has already been told by his General Practitioner. Perhaps he doesn't believe what he has been told by his General Practitioner. Perhaps he is doing his own research because he hasn't been to a doctor for one reason or another. Perhaps he feels he has a case for law, or he may be in touch with someone who has the disease and he wants to read up the topic solely to help someone else in need.

By far the best type of referral is the client who comes in to me bearing a letter from his General Pracitoner telling me exactly what has been told the patient and what is needed, and this is happening increasingly in my district.

However, it is felt that whichever way the client presents it has long been established that information is power. In 1965 Alastair Cooke, the one-time chief correspondent of the Guardian and author of the longest running radio serial in broadcasting history, gave a famous lecture to the Annual Convocation of the Mayo Graduate School of Medicine. In his address he made an eloquent and witty plea for doctors "whose main business it is to restore men and women to their normal place in society.... to come halfway to the patient and society in explaining to him health and disease". He argued: "You are in the business of describing as precisely as possible what is happening to a man, woman or child what seemed to be healthy and is now certainly sick".

There is much research to show that the provision of information to the consumer increases satisfaction with health care, reduces stress, aids recovery, and increases compliance with medication and treatment. The key to this information is communication. There is also no doubt that wrong information is dangerous.

In 1976 the DHSS produced a document called Prevention and Health – Everybody's Business, which states that health should be the responsibility of the individual, and furthermore the DHSS urged health authorities in 1981 to give people the information they need to make informed decisions.

There is no legal right to health information in the United Kingdom. Sweden and the United States have legislation encouraging information to be available.

There are cases reported in the literature where lack of information to the consumer has had tragic consequencies. W H Corsby[2] described such a case. A 46-year old American film actress was admitted to hospital with anaemia and gingival tumours. She had a 12-year history of fatigue which progressed along with other symptoms. She consulted 22 doctors all of whom failed to find a cause of illness. She asked friends to literally carry her into a medical library where she studied for many hours and finally hit on the diagnosis almost by herself. This may be an extreme case but it does highlight the lengths to which some will go to for information, and perhaps also shows why there is such a need to make information available.

One wise physician (B M Korsch)[4] reports that patients vary greatly about the amount of technical information that they wish to know and one way of determining this is simply to ask them. In one study patients where asked if they wanted to know all details or whether they wanted to know just what was going to happen to them and what they needed to do. It would appear that many patients are not even treated to this basic right. Claire Rayner[5] the columnist and broadcaster reinforces this. Of the 4,000 letters she receives per month she reports that many are filled with complaints that the doctor didn't give the information wanted.

Pat Blair[1] discusses the issue that determined patients will obtain the information whether or not their doctors approve. She also reports that information obtained from doctors will be weighed against that from other sources and the doctor must not be found lacking.

In a small way we hope we are informing patients who want to know the facts. This service has mushroomed out of proportion to the other work that a District Librarian normally does and I have been fortunate to obtain the services of an ex-nurse who has also been trained in library skills, to deal with about 200 enquiries per month, about 10% of which nothing is found in the professional literature and processed to lay level. This side of the service takes many hours.

The folders have to be always updated and the medical, paramedical and lay leterature is continually scanned.

The service has been subjected to an indepth study (E Kempson) (5)‹ which was carried out to identify the nature of consumer health needs and to evaluate the different means by which they can be met. The study took the Health Information Service and Help for Health which is an excellent information service originally set up into Wessex Health Region to answer enquiries for health and care staff. The study showed that the original aims to the two services still very munch reflected their use. It was predicted however that Health Information Service and Help for Health will evolve into services that are similar. It is recommended that any new service established (given enough resources) should provide a hybrid of both services. It was found that the public were satisfied with easy to read medical information and that generally, readers were being provided with new information that they didn't already have.

There is much work still to be done in this field. We are on the brink of an exciting breakthrough not only for patient education but perhaps also I am conceited enough to say doctor education. We as information providers are in the business of backup whether it be to the professional or interested layman – for too long we have bent over backwards to serve the educated when the iceberg has been there all the time silently waiting.

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AUSTRALIAN LIBRARIES AND THE NATIONAL LANGUAGE POLICY

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ABSTRACT

Starting from a description of Australia as a multicultural and multilingual nation, the paper outlines the ways in which governments and libraries have responded to this situation over the last fifteen years. The development of a national language policy over the last decade is discussed, and the role of libraries in these developments is highlighted; the place of libraries in two major national reports on language polich is emphasised. The author conludes that the process has led to a wider awareness of the role of libraries and the possibility of Commonwealth Government funding of multicultural public library services.

Introduction

It is only over the last decade that there has been a serious attempt to discuss a systematic and coordinated approach to language, to "make the nation's choices about language in as rational, comprehensive, just and balanced a way as possible." [1]

Australia was first settled by the Aboriginal people over 40,000 years ago, but since European settlement began in 1788, it has become a nation of immigrants and their descendants, and people of Aboriginal descent make up fewer than one per cent of the population. Australia has increasingly become both a multicultural and a multilingual nation. From 1947 onwards, a massive programme of migrant settlement brought millions of immigrants to Australia, so that at present about 30 per cent of Australians – five million people – were born overseas or are the children of people born overseas.

The first two decades of post-war immigration saw the arrival mainly of Europeans. Of immigrant Australians and their children, over two million are from the United Kingdom and Ireland, while there are a million from southern Europe and a million from northern and eastern Europe. In the 1960s the racial basis of Australian immigration policy changed, and a non-racial policy was introduced in the early 1970s. Now, about 35 per cent of immigrants are from Asia.

Australia's Multilingual Society

Australian society is now more ethnically and linguistically diverse than at any time in its history. In 1983 two and a half million Australians had a first language (mother tongue) other than English; this represents 17 per cent of the population. In Victoria the proportion is 25 per cent. In addition to these people, several million more Australians, brought up knowing only English, have since acquired a knowledge of other languages through travel, education, or contact with bilingual Australians. The language situation in Australia is marked by the fact that a very large number of languages is spoken, with no single non-English language predominating: there are over half a million Italian-speakers, 300,000 Greek speakers, almost 200,000 German, 200,000 speakers of the four main languages of Yugolavia, and over 100,000 speakers of Chinese, Arabic and Dutch. [2]

English is the official language of Australia, and the first language of over 80 per cent of Australians. For many people, however, it is their second language, and many people are not confident or literate in English.

In the terminology used in Australia, languages other than English are called community languages if they are spoken by resident ethnic minorities, or foreign languages, if they are mainly used for trade or tourism or study. The main language issues are the maintenance of community languages, the learning of useful foreign languages, and the right of all Australians to learn English.

One language group in Australia has a distinctive status. The settlement of Australia by Europeans and others has led to the destruction of much of Aboriginal society, and of their rich and varied linguistic heritage. Today, about 30,000 people speak Aboriginal languages, but only 50 of these languages remain viable, and only nine have more than 1,000 speakers. The preservation of Aboriginal languages is seen as a major language priority.[3]

Australian Libraries and Language

Like most other Australian institutions and professions, libraries generally ignored the growing linguistic diversity of Australia for 25 years. Only in the early 1970s did libraries, especially public libraries, begin to provide materials and services for linguistic minorities. When they did, there was a rapid growth in those services, and libraries have been said to be "among the first professionals to question assimilationist assumptions and see the need for specialist services for ethnic communities."[4]

In 1972 studies were commissioned by the Library Association of Australia (LAA) in Sydney, and by the Library Council of Victoria.[5] Although neither of these reports had much direct impact, at this time individual public libraries began to acquire books and other material in community languages. A major boost to this was a grant by the Australian government for the purchase of books by a group of six Melbourne public libraries – Westfund.[6]

By 1982 public libraries had built up collections in community languages totalling almost 500,000 volumes. Working Groups on Multicultural Library Services had been established in three states, three newsletters were being published[7], and a major national conference had been held.[8] The Library Council of Victoria had published *Standards for multicultural public library service* in 1982, and these standards were later adopted by other states.[9] They have recently been modified and adopted by IFLA. The pattern of growth of public library services was uneven, but up to 1984 was constant, with collections rising to almost 600,000 volumes;[10] these developments in Australian multicultural librarianship have been well documented.[11]

Despite the promise of the first decade and the considerable enterprise put into multicultural and multilingual services, they have been held back by a lack of funds. Public libraries in Australia are funded by state and local government; they have little scope for increasing their income, however, because it is the Commonwealth Government which controls the main sources of revenue. At the same time, a decline in the value of the Australian dollar over the last three years has made the purchase of books and materials increasingly expensive. Moreover, libraries have usually operated in a politically naive fashion, and have failed to grasp opportunities posed by the growing number of political initiatives and interest in multiculturalism.

Governments and Multiculturalism

Libraries have become increasingly aware of the cultural and linguistic diversity of Australian society, and so have governments. Up to the end of the 1960s government policy was frankly assimilationist, and assumed that "immigrants would readily embrace the Australian way of life, learn English and quickly adopt Australian ways."[12] During the 1960s these attitudes slowly changed to accept that the maintenance of migrant languages and cultures might be necessary as a transition phase on the road to full integration. But in the early 1970s the Labour Government of Gough Whitlam officially adopted a policy of multiculturalism. Since then all political parties have adopted a policy of multiculturalism, both at the Commonwealth government level and in most states. The policy found official expression in 1978, in the Galbally Report.[13] The main principles of the policy are a recognition of the legitimate diversity of Australian society, equal opportunity, equal access to government services, abd the right to maintenance of language and culture.

During this period a series of measures aimed at implementing a programme of multiculturalism was instituted by Commonwealth governments. English-language learning in the workplace began in 1972, ethnic communities councils were established in each state from 1974 onwards, and legislative measures and administrative structures were created.[14] The Galbally Report set out a fairly comprehensive, if modest, package of measures, which were reviewed in 1982.[15] At the same time, Australia's ethnic minority communities had developed a much more vigorous and politically-aware style in seeking their rights.

The Origins of a Language Policy

Calls for a coordinated policy on languages were first made over a decade ago. They came from two main groups. Ethnic communities were concerned to secure financial assistance and official support for their right to maintain their own languages.[16] On the other hand, educationalists were concerned about the lack of adequate language teaching. David Ingram, of the Modern Language Teachers Association, suggested in 1978 that "one would expect a largely migrant nation such as Australia set in a linguistically diverse part of the world to be conscious of the need to husband its language resources." He noted that the essential counterpart to multiculturalism was multilingualism and that as well as wasting a valuable resource, neglect of language in Australia had created injustice and inequality.[17] Much of the early discussion focussed on educational aspects of language.[18]

These efforts led in May 1982 to an enquiry by the Senate Standing Committee on Education and the Arts into "the development and implementation of a co-ordinated language policy for Australia."[19] Much of the work which had led up to this enquiry came from an increasingly vocal national lobby of ethnic minority groups, represented nationally by the Federation of Ethnic Communities Councils (FECCA). FECCA organised a series of language

conferences throughout Australia, culminating a national conference in Canberra in November 1982.[20] These conferences played a major role in the achievement of a policy.[21]

Sadly but charateristically, libraries were not much involved in these early moves towards a national language policy. Libraries in Australia, as elsewhere, are not noted for their political skills or their awareness of national issues, and they only just managed to get into the language conferences of 1982.[22] Once involved, however, libraries succeeded in making a significant impact of the emerging national language policy.

The eventual report of the Senate Standing committee on Education and the Arts was a landmark for libraries. Only once before had a national government report recommended Commonwealth funding for public libraries, and that was a report written by librarians, and soon shelved by government. The Senate report, published at the end of 1984, recommended that the Government "consider providing additional funds to public libraries to increase their holdings of materials and services for minority linguistic groups. . ."The report devoted a chapter to libraries, and highlighted the inadequacies of multicultural services in the light of the Victorian *Standards*. They noted that although the Commonwealth Government provided funds in a variety of areas to encourage ethnic and linguistic adiversity, it did not do so for libraries.[23]

The Senate report was a substantial and ambitious document, the result of two and a half years work. In the Australian political system a report by a parliamentary committee is normally referred to the government departments involved; they consult and prepare a response to the Government, usually in about six months. The Government then decides what it will do, if anything. In the case of the national language policy this process has so far taken two and a half years. At the time of writing, the Government had not yet decided what it will do. In the meantime, the Commonwealth Department of Education, which is responsible for the national language policy, had commissioned a consultant to produce a further report. Joseph Lo Bianco presented his report to the Minister for Education in November 1986. There was a further long delay before it was printed and tabled in the Senate, on the 4th of May. The Lo Bianco report is an excellent document. It provides a clear and logical theoretical basis for a policy, proposes a modest and achievable package of measures for implementation, and looks at a national policy on languages in an integrated, coordinated and national approach.

The Commonwealth Government has now committed itself to a national policy on languages, and to providing funds in its 1987/88 budget to implement it. At the time of writing, the Government is still deciding on the level of funding, and on what elements of the policy will be funded. The policy is supported by a broadly-based lobby group, the National Language Policy Liaison Group: it represents ethnic communities, educational bodies, and libraries.

Libraries and the Lo Bianco Report

The Lo Bianco Report is now the second major Australian Government report to recommend Commonwealth funding for multicultural public library services. Lo Bianco's proposed policy is guided by four principles, which were first formulated in 1982 and have been a basis for language policy since then. They are:

- competance in English for all
- maintenance and development of other languages
- provision of services in languages other than English
- the learning of second languages: a second language for all

The report proposes four broad strategies in a national policy. These include the conservation of our linguistic resources; the development of these resources; the integration of language teaching and use with our broad national economic, social and cultural policies; and the provision of information and services in languages which are understood by clients.[24]

For libraries, the Lo Bianco Report is a further step forward. It proposes a three-year programme of financial assistance for public libraries, with a total cost of A$3 million. Public libraries. Lo Bianco says, are "important, relatively easily accessible institutions which offer, free of charge, materials and services of great importance to language policy." they are ". . . the nation's most widely used information service other than the media, particularly for ordinary citizens."[25] Public libraries are presented in the report as an integral part of a national policy on languages.

The role of libraries can be characterised in this way:[26]

> The public library provides materials and services which primarily relate to the informal or home environment of Australians . . . When material is provided in the language of the user, it is a means of informal learning or reinforcement of language, and this is the most widespread and most acceptable way in which people use and maintain their language.

This rationale for public library involvement in a national policy on languages has now been widely accepted in two major reports and amongst the broad range of support for a national policy. The National Language Policy Liaison Group has incorporated public library funding into its fundamental demands for implementation of the policy, and libraries enjoy a fairly high profile in the whole process.

Conclusion

In Australia the principle of multiculturalism as both a description of our society and a basic policy of government is now accepted.[27] The right to the maintenance and learning of language is an inseparable part of a multicuitural society. Language contributed to cultural and intellectual enrichment, provides economic benefits, contributes to the achievement of social justice and the overcoming of disadvantage, and enhances the nation's role in the wider world.[28] Over the last five years, libraries have begun to create an awareness in wider society that they are an essential part of an official national language policy, and that the use of books and other media is basic to the language, life and culture of the nation.

In working towards this, the sucess to date of libraries has arisen from their new willingness to take a broad view. In the past, library submissions have too often been narrowly sectional, narrowly focussed, and have over-emphasised demands for money, instead of demonstrating the wider significance and relevance of library services.

Our campaign for the inclusion of libraries in a national language policy has already been successful in part. When the Commonwealth Government decides, in May or June, what aspects of the policy will be implemented, libraries may or may not be included; the overall economic situation will play a major role in that decision. But whatever is decided, libraries have already become an inescapable part of Australia's emerging national policies on languages.

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Table 1: LANGUAGES FIRST SPOKEN BY AUSTRALIANS AGED OVER 4 YEARS (1983)

Language	Speakers
English	11,667,300 (82.9%)
Other languages	2,404,600 (17.3%)
of which:	
Italian	555,300 (3.9%)
Greek	307,800 (2.2%)
Languages of Yugoslavia*	207,000 (1.5%)
German	187,800 (1.3%)
Dutch	130,200 (0.9%)
Arabic	107,800 (0.8%)
Languages of China	106,500 (0.8%)
Polish	97,400 (0.7%)
Maltese	81,900 (0.6%)
Spanish	75,900 (0.5%)
French	64,100 (0.5%)
Vietnamese	38,200 (0.3%)
Other languages	445,700 (3.2%)

*Croatian, Madedonian, Serbian, and Slovenian.

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MULTICULTURAL LIBRARY SERVICE IN A BILINGUAL FRAMEWORK: A CANADIAN EXPERIENCE

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ABSTRACT

Canada is a bilingual country. English and French are the official languages. One third of the population is neither British nor French in origin. Multicultural library service is developing to reflect the multicultural aspects of society. This paper describes multicultural public library services as it has developed in one province, Alberta. It outlines how multilingual collection have been developed to serve a population of over two million people, sixteen per cent of whom have neither English nor French as their mother tongue. The need for development of libraries in general in order for multicultural service to be effective is discussed.

Canadian Background

As early as 1871, the first Canadian Census after Confederation indicated that the 3,684,287 people in Canada included French, Irish, English, Scots, Germans, Dutch, Welsh and Swiss. Immigration since then has increased the population and the number of ethnic groups involved. In 1981, 33 per cent of the population was neither British nor French; 13 per cent, gave a language other than English or French as their mother tongue.

As new comers have come together in small communities and become established, they have retained a speaking knowledge of their language and a sense of their cultural identity. The national policy for multiculturalism within bilingual framework[1] has accentuated the appreciation of the contributions which every ethnic group and every individual in the group, is making to Canada's heritage.

It has gradually led to a recognition that library service needs to be provided to all segments of society. Committed librarians in Toronto, Ontario first began to provide reading materials to their ethnic communities in the 1950's. Not until the mid – 1970's, however, was the service popularized.[2] Multilingual library service providing books in languages other than English and/or French is now available throughout the country. Only recently, however, has attention turned to multicultural library service, where service to ethno-cultural minorities is integrated into a library's service as a whole rather than simply having a collection of books in many languages.

Because Canada is large geographically – 24,083,495 people spread over 9,976,136 square kilometres – and because each of the ten provinces and two territories is responsible for its own educational and library services, this paper is going to concentrate on describing multicultural public library service in one province only: Alberta.

The Alberta Background

In Alberta, demographic composition has been even more varied than that in the country as a whole. In 1981, 51 per cent of the province's population of 2,213,650 was neither British nor French. Three per cent gave French as their mother tongue; 16 per cent, a language other than English or French. Half of the latter used a language other than English or French in their home.[3]

Ethno-cultural groups in Alberta began expressing a desire to preserve their heritage in the mid – 1970's.[4] One of the methods by which this could be done was through the provision of reading material in each group's own language. Alberta's Multilingual Biblioservice program was initiated in 1978 when the Provincial Government provided a centre for the distribution of books in languages other than English to the people of Alberta through their local public libraries.

Multilingual Biblioservice in Alberta

In 1970 the National Library of Canada had established the Multilingual Biblioservice to provide reading materials in languages other than English or French to the public libraries of Canada. In Alberta books available from the Multilingual Biblioservice would be supplemented by purchase provincially so that a variety of reading needs could be met. Because the French-speaking population of Alberta is not large (60,900) and not concentrated geographically, local libraries indicated they could not meet French-language needs by themselves. As the National library's collection does not provide material in either of Canada's official languages, Alberta's multilingual collection includes French-language material. Administered by the Edmonton Public Library from 1978 until 1980, the service is currently operated by Alberta Culture Library Services.

At the end of 1986, the collection available for loan to Alberta's public libraries had 49,918 volumes in 31 languages. Fifteen thousand, one hundred and fourteen of these were on loan from the National Library; 34,804 (including 13,591 in French) had been purchased for the provincial service.

Printed catalogues are distributed to local libraries. The local staff is responsible for indentifying local needs and requesting either specific titles or blocks of books for a six month, renewable load. There is no way of identifying the actual use of books in the community, but the numbers of books being sent out have been increasing. In 1986, 30,973 volumes were lent to libraries serving communities ranging in size from 100 to 60,310. Some of the larger communities have basic collections of their own as well.

The two major cities, Calgary and Edmonton, serve 53 per cent of the province's population and have well-developed library services which supply many of their patron's multilingual needs themselves.

Calgary has over 26,000 volumes in 31 languages. Using a standing order approval plan at a local French language bookstore, it has also developed a collection of some 10,000 volumes in French. Edmonton owns 5-6,000 multilingual volumes and 4-5,000 in French, in addition to the titles it borrows from the central collection.

In the recent past, two studies have been undertaken to identify multilingual library needs in some depth. The author's thesis *Reading Patterns in Languages Other than English in Lethbridge*[5] identified both areas needing further study and the need for non-print materials. Some action has been taken subsequently. The need for talking books and large print books is being met gradually. A limited number of talking books are available in French, German and Ukrainian. Some large print titles are available in Dutch, French, German and Italian. The full need for these has not been met partially because titles are not readily available and partially because of cost. Japanese books were added to the collection in the past year, but the need for video tapes and for language learning tapes remains unmet.

Also largely unmet are the needs identified in a study of the library needs of the Francophone community.[6] The recommendations of this were found to be applicable to other ethno-cultural groups and program plans were being developed for implementing some of these at the time that economic constraints on all provincial government expenditures were found necessary.

A library consultant was formerly assigned to assist local libraries in analyzing and identifying their ethnic community and the need for materials in languages other than English. This person also assisted in publicizing the availability or the multilingual books. As of early January, 1987, this person is no longer available. In the coming year the Library Services Branch will be distributing a handbook to assist local librarians in identifying and meeting multilingual needs but consultative service is now minimal.

In the 1987/88 fiscal year there are no funds available for the purchase of books and materials. Additions to the collection will be those titles not catalogued and processed during the last year and any titles available from the National Library. Other ways of maintaining the service are being investigated, for the government remains committed both to library development and to multiculturalism.

Multicultural Library Service.

The area of multicultural library services in Alberta has a lower profile than multilingual biblioservice and has received little study. The libraries in the major centres have collections – cross-cultural included – which reflect their communities' profiles. Calgary and Edmonton have done the most there. Both organize programs which range from travel talks to French-language story hours to dance programs. Language learning materials are available.

In Lethbridge, the third largest city, the need for multicultural service was hinted at in the author's thesis study.[5] The library publishes bibliographies listing cross-cultural material as well as new titles available in languages other than English. It organizes programs ranging from travel shows to discussions on South Africa's political and social situation to entho-cultural showcases.

Smaller communities may or may not provide multicultural library service, depending on the abilities of the staff and the community involvement of the ethno-cultural groups present. In one community a Vietnamese story hour was so successful that the parents began to fear that their children were missing out on learning English. In another, A French story hour failed because the volunteers involved were burned out.

As stated earlier, Alberta Culture Library Services until recently had a consultant assigned to assist small libraries in providing multilingual service – and by extension multicultural service. Although that consultant is not currently available, the work in this area has not ceased. Existing legislation requires each library to do a needs assessment and then a plan of service to meet these needs. Multicultural needs should thus be identified and plans be made to meet them. In addition, legislation requires a policy statement on the delivery of multilingual service. Consulting help is available in formulating policies and identifying needs. All this is the first step in providing multicultural library service.

Challenges for the Future

Further development of multicultural library services in Alberta will depend on meeting a number of challenges. The first lies in the development of library service in general. Forty seven per cent of the population lives outside of Calgary and Edmonton. They are served by 270 libraries 113 of these are part of four regional library systems; the rest are totally independent. Many of these are staffed by dedicated but untrained people who are just learning how to deliver library service of any kind. As more co-operation between libraries is established and as staff become more knowledgeable, all library services will continue to improve. The provision of multicultural library services is dependent on a full grounding for library service in general.

The second challenge lies in the full identification of what is needed, regardless of the size of the community. The author's study of reading patterns in Lethbridge identified a need for non-print materials, a need for language learning materials and a need for parallel texts. It did not identify the specifics of these needs nor establish what material is actually available. It may be that materials will need to be created if multicultural needs are to be met.

Yet another challenge lies in working with ethno-cultural groups to both make the library useful to them and to let them know what services do exist. During the course of the Lethbridge study at least one leader of that community stated that he did not believe that a library is needed to preserve culture. This person was not alone in expressing a belief that language is what preserves culture and that language is not necessarily expressed in print. To over 40 per cent of the sample studied, a library is a supplier of books, not of other materials or services. In fact, even a popular, well-used library in a smaller community can be viewed as competition to other book collections, bookstores and distributors of non-print materials. It will take time – and work – to overcome this perception.

Lastly, multicultural library service takes a financial commitment which for the next few years will be harder to make than it has been in the past. Existing multilingual collections need to be maintained at a time when library finances are restricted. Ways to share local resources even more widely than at present need to be examined. New ways of involving local ethno-cultural groups need to be found. Non-print formats need to be developed; staff need to be trained. This will be done gradually as library boards become more adept at planning and as ethno-cultural groups themselves become more involved in delivering library service.

MAJOR MOTHER TONGUE SPOKEN; SIZE OF COLLECTION AND SIZE OF CIRCULATION

	1981 Population	1986 Collection	1986 Circulation
German	90,410	3,737	,314
Ukrainian	66,680	3,248	1,449
French	60,900	13,591	8,760
Chinese	28,370	4,060	2,415
Dutch	23,555	3,484	2,916
Italian	15,905	1,370	534
Indo-Pakistan	13,615		
– Punjabi		1,262	843
– Urdu		1,465	713
– Hindi		1,641	519
– Gujarati		790	490
Polish	13,015	1,390	1,451
Scandinavian	12,975		
– Norwegian		579	366
– Swedish		375	195
Hungarian	8,610	1,004	620

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IFLA

1987

IFLA GENERAL CONFERENCE, BRIGHTON

Division: LIBRARIES SERVING THE GENERAL PUBLIC

Section: LIBRARIES SERVING DISADVANTAGED PERSONS

WORKING GROUP ON LIBRARY NEEDS OF THE DEAF

160-DISADV-6-E

MATCHED TEXTS FOR DEAF CHILDREN

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KEYWORD(S):

DEAF CHILDREN

SIMPLIFIED READING/BOOKS

HOME LIBRARY SIMPLE LANGUAGE EDITIONS (BRIGHTON, UK)

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ABSTRACT

John WHEELER (U.K)

Matched texts for deaf children

An account by an ex teacher of deaf children of his experiences in establishing the Home Library Simple Language Editions. Deaf children need assistance in comprehension and reading in their earliest years if they are to progress in reading - the analogy with television sub titling is strong and both areas are in need of attention.

(W. ANDERSON)

The title "Matched Texts for Deaf Children", is not my own, and I would translate this as "Simplified Texts from Deaf Children". There are people who wonder why deaf children need simple texts ? Why cannot they learn from the same reading material as other children ?

The normal way for young children to approach reading is to hear language spoken, then to relate the words and phrases they already know to printed words on paper. For deaf children the all-important first stage does not occur. Their first intimation that there are such things as words and language occurs when they notice funny lip movements on the faces of the people closest to them, and later make a connection between these lip movements and funny symbols on paper. Long before the deaf child reaches this stage a hearing child is babbling and expanding its' language by leaps and bounds, understanding and using hundreds of words with the utmost enjoyment, but without yet having approached the written word.

Deaf children, therefore, are deprived of the language needed for a satisfactory start with reading at the most important stage, which is from the beginning ; and they continue to be deprived of language, compared to hearing children of the same age, throughout their development.

By the time a deaf children has laboriously acquired a vocabulary of about 50 words, other children have hundreds, or thousands of words at their disposal. When the deaf child brings those 50 words to a book written for children of the same age with thousands of words used in the text, it is completely unreasonable to expect the deaf child to make encouraging progress at reading.

However, when the deaf child is the right age to enjoy that book, it is quite wrong to present the child with another book using the limited vocabulary at his disposal but with an interest level aimed at children many years younger.

The best one can do to interest and encourage the language and reading deprived deaf child is to help him to read books of the same sort as other children, but to re-write the text in a way that does not pose continuous problems for that small vocabulary.

This is why deaf children do need simple-language books. If one knows where to look, there are special books published for handicapped readers, but they are not readily available. Neither, as a rule, do they compare in attractiveness and interest with the splendid books always available on the shelves of book-shops to catch the eye of young readers and their parents.

Everyone should agree that it would be a great benefit if there were generally available simple-language editions of those splendid books I mentioned. For several years I organised a project with the help of friends and volunteers called "the Home Library Simple-Language Editions of Books for Children". The aim of this project was exactly to produce simple-language editions of new books for children at the same time that the standard books were printed.

This project began with the name "Home Library for Deaf Children", and we learned several interesting facts during our years of voluntary efforts. One was that a book written with the small minority of deaf children in mind was eagerly welcomed, unchanged in any way, by people concerned with a vastly greater number of children whose reading problems had nothing to do with deafness. We learned that children with learning difficulties, ethnic minority children, partially sighted, autistic, emotionally disturbed and other children could all benefit from straight forward simple-language editions of books for children. So also could children learning English as a second language in other countries. In Canada, Australia and other countries where English is spoken there are Home Library Simple Editions that were produced originally with deaf children in mind. But most of these books went into Childrens' Libraries and perhaps some of you have seen them ?

Another thing we learned was that it would be quite feasible to have a simple-language edition run off by the publishers when

their presses were set up for the printing of the standard books. Thus the only difference in the two editions was in the text. The title "Cannonball Simp" produced years ago for the Home Library by Penguin Books was a prototype of the books we wanted to make available.

The third thing that we learned was that it would be possible to establish a new charity to produce and market these simple editions.

Unfortunately, the fourth and most telling thing we learned was that the publishers, though quite keen to assist by printing, would not considcer putting the simple editions into mainstream bookselling. They would print a minimum of 1,000 copies of each simple edition, to be paid for at about one third reduction, if the copies were taken away to be distributed by us.

Our voluntary efforts over the years had shown that a charitable venture of this sort, though bringing great benefit to reading handicapped children children, and most probably a feasible proposition, would require more business knowhow than we had. We could accept the responsibility of trying to raise the necessary capital knowing that we did not have the proper experience to deal with all the aspects of such an ambitious project. So far, we have not been able to get over this block, and the Home Library languishes.

However, I would like to say that, if any national project or resource centre for helping deaf children to read was established, this same centre would serve the interests of many more children than the comparatively few deaf ones. This is a factor that has always seemed to me to be of much importance, since it goes a long way to minimise the disadvantage of the deaf being a one in a thousand minority.

There is certainly a need for a National Resource Centre that can provide for the reading requirements of deaf children in the classroom. My teaching years started more than 35 years ago and it was not long before I was devoting every morning to a group reading period with each class. I look back on this period as one of the most rewarding.

For the youngest children I devised reading games, commands and contests around writing on the blackboard, but, for most classes it was serial-type stories, an instalment written on the blackboard each day. Some of these stories were my own but mainly there were simple versions of "Treasure Island", "Robin Hood", "Prester John", etc., which I wrote out of my head since I know the stories well. I found this was a very good way to introduce streams of new words and phrases and then repeating them over and over in the text until they were quite familiar. Thus the basic story framework of simple language became less and less basic as instalment followed instalment. I attempted to make the story exciting and to whet the group's appetite for the next day's chapter. I went over the reading word by word

with a pointer, stopping when I felt it a good time to check the understanding of individual children.

Sadly, all these stories and game ideas vanished under the blackboard rubber at the end of each lesson. Later, I used the same method on overhead projector transparencies which could be prepared before hand and retained for future use. Nonetheless, I now have no copy of "Treasure Isalnd", "Kidnapped" or "Ivanhoe", or those other long stories, except half-forgotten in my head. If only I had them now on a roll of overhead projector film. Perhaps a National Resource Centre could include a library of group reading material of this type.

There must be other teachers in schools for deaf children who have spent many hours preparing material for their classes, using various talents and much experience. A Centre where these efforts were collected, modified as necessary, duplicated and made available to all teachers of deaf children would be providing a very valuable service. There is a chronic shortage of reading mateial for classroom use.

Apart from the language problems that deaf childeren have, there are problems arising from the communication needs. It is no good giving a class of deaf children a copy of a book each then trying to hold a group discussion about a passage in the book. When the teacher wants to speak, there must be a wait until each child is looking. As soon as there is a reference to the book, communication with the tacher is cut off. That is why I like

group reading on the overhead projector screen where attention is more easily focused in one place.

Even one-to-one reading is less easy with a deaf child. Attention has to go from the words on the page to the lips of the person helping, backwards and forwards. A mother cannot read to a deaf child on her lap and at the same time point to the book. The child cannot lipread through the back of his head.

It is always necessary to adopt a position with any deaf person where the face, lips and perhaps hands can easily be seen. It will remain the same for deaf children right through their lives. Every deaf person has a certain amount of difficulty over communication, and very often this difficulty is extreme.

This is one reason why reading is so very important for deaf people. When I look back over my life I am sure that most of what I now know I learned from reading. In a group of people I will always miss much more than I understand. A book is much less frustrating.

I did not go deaf until I was nine years old, by which time I had speech and language and had also started a lifelong love affair with books. So I have never had the same problems that so many deaf children do have.

The Home Library that I mentioned earlier came after the School Library was started at Hamilton Lodge School, where I have done all my teaching. I was in charge from the beginning and my aim was to build a library that was entirely for deaf children. It was practically impossible to go into bookshops and find any reading books that the children could read. But there were any number of super picture books for all ages and these I adapted one by one, page by page. My method was to cut out labels to cover the text and to print one them an easier version of the story, then stick the labels into the book. There are four or five hundred books in the library now that have been altered this way. Of the other books, some I read and put in helpful notes where they seemed necessary. The others are all reference books of one kind or another. But every book in the library was first considred for its' value to deaf children. The books, therefore, all tend to have a great deal of pictorial information.

There are a few basic rules which I follow when producing a simple text. The language of the simple version is straight forward and uses the illustrations as much as possible to support the text. The idea is to use the picture to back up the written word so that the children can recognise in the picture what they read in the simple words. When there is a lack of understanding, a helper can use the picture to explain the text.

There are no idioms, similies or figures of speech in the simple text. For example, if a child reads in a railway book : "The

express thunders through the station", there are deaf children who may well wonder why the Daily Express newspaper is not in the picture and also why thunder is coming from a blue sky. My text could be something like : "The express train is very fast. It does not stop at the station."

This is far from perfect, but it is simple-language. Actually, my text would depend a lot on what was in the illustration and also the level I was trying to maintain. The attempt is generally to use the simplest way of relating the necessary information. This does not mean that a simple-language book for teenagers is the same as one simplified for much younger children. There will be more to read in the teenager's book, but still there will be an attempt to keep the language and presentation simple. As a rule, the simple text will be hardly a quarter of the length of the standard text.

I think it is better for a deaf child with a reading problem to read a book easily rather than to struggle to understand and perhaps give up. Stories are very important to deaf children as there is so much that, perforce, they miss. Unfortunately it does not always follow that a deaf child reader will be able to understand ever the simplest reading without some help.

The fact is that by following these basic rules the original text in the book may well be ignored. The main aim is to turn that book and its' story into something that deaf children of a

certain age may read and enjoy, or anyway, read with some help. This is a worthwhile achievement.

Once or twice people without much under-standing have complained about destroying the beauty of the original language, or similar complaints about departing from the original text. Of course, the simple version is meant for children who have no understanding of what is meant by the beauty of language. The original test is ignored because it was beyond the comprehension of the child. The adapted book, hopefully, has been made into something with some meaning, so all is not lost by any means.

There is a method in which a so-called simple version is prepared by adapting the original text. This limits one to using words that were never intended to be simplified, so the finished version may well end up shorter but not much more simple that the original. Also, simplifying in this way is a longer job than rewriting in simple language.

I would say that one method produces a true simple version and the other method produces an adapted text or maybe a condensed book.

I have said a lot about simple books as this is a field I have worked in for a long time. But it does seem that the next aid to teaching deaf children to read could be subtitles on videos and television. Making reading fun is a vital aspect of teaching and watching television or videos will strike most

children as fun. I am hooked on the teletext subtitles on page 888, (BBC Television in Britain, a viewdata service), which have brought something quite new into my life. I can lipread well enough to notice that these subtitles are often a good deal shorter than the actual words used on the screen. However, a good reading ability and a fair reading a speed is necessary if these standard subtitles are to be enjoyed without strain. I have seen a few childrens' programmes with subtitles made more simple, and some of them I have not liked. But I would not want to alter any of this subtitling. What I would like to do is experiment with another from of subtitling.

Normal subtitling involves listening to the words spoken and then printing a subtitle on the screen using these words or most of them. This is really the adapted text method that I described just now, with the subtitles for childrens' programmes a bit more adapted.

I would like to experiment with a type of subtitle that I think could be easier to read and, which is important, remain on the screen for a longer period. I would describe this method as a simple running synopsis.

When a deaf television viewer is interested in a screened programme, there is a lot of frustration, wondering what is happending ? Why ? What are they talking about ? And so on. A hearing friend trying to help may answer these questions as they come along during the programme, concisely and at the best

moments. I think a form of subtitling that attempted to do this would be worth trying for the benefit of the less able deaf viewer, which includes deaf children. Here again the actual words used on the screen would be ignored. Brief subtitles using simple words would merely inform about the plot, changing meaningless moving pictures into a meaningful scenario.

For example, the subtitles for a dialogue of several minutes where eliptical remarks went back and forth gradually arriving at the point could be something like this : "They are talking about .... whatever", followed by : "Bob wants to do ... whatever" and later : "But Mary is angry. She says "No !". I imagine this would be less of a strain for many deaf children and adults than the attempt to follow at speed all the words spoken.

It may seem that I advocate making reading too easy for deaf children. But the children I have been thinking about are the profoundly deaf children rather than those with some hearing. Hard-of-hearing children do have problems, I know, but my concern has been mainly for the severely deaf ones. For them, I think, there is a need to make reading easy. Hopefully they can then progress readingwise.

In 37 years teaching deaf children I can count the ones who really enjoyed reading on my fingers. I know there are a number who came to reading later in life, and also there are more of them who can manage very well without actually enjoying reading.

But there have been many more, a big majority, to whom reading is a chore, more than that, to whom reading is a sealed book. I think it is vitally important to open that book for as many deaf children as we possibly can.

IFLA GENERAL CONFERENCE, BRIGHTON

1987

Division: Libraries serving the general public.
Section: Libraries serving disadvantaged people.

165-DISADU-7-E

LIBRARIES AT THE CROSSROADS: how library services for disadvantaged people can stimulate services for everyone.

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ABSTRACT

Libraries at the crossroads:how library services for disadvantaged people can stimulate services for everyone.

The public library is experiencing both a strain on resources and a challenge from new technology;at the same time popular awareness of disability and the increasing attention to the rights,and of library services for disabled people,is growing.
It can be shown,both in society and in library service,that initiatives intended to benefit disabled people,can improve service to the wider population. The author argues for a lateral approach to library service in which the strength of this momentum for services to disabled people can be used to benefit everyone.

Libraries at the Crossroads; how library services for disadvanated people can stimulate services for everyone. W.Anderson.

The title of this paper includes the strong image of a crossroads. Together with the visual sign indicating a variety of alternative directions,it represents many useful ideas which help me to define my orientation.

It is my view that libraries,especially public libraries,are at a crossroads.As travellers we are confronted by a decision time,a time for reflection,a time at which objectives must be reappraised.

Why is this? One reason lies in financial constraint,reflected in Britain as elsewhere.Are we heading for a precipice?[1] Peter Labdon describes the malaise affecting British public libraries as a financial and structural problem [2] - financial cuts undermined local government reorganization in 1972-1974,after which larger administrative units dealt with contraction rather than expansion: weaker resources from rate support led to weaker public libraries.

The consequences are demonstrated by the Library Association,which states " book funds have been cut by an average of 34% since 1979-book prices have risen by 67% ".[3] The number of public libraries in England and Wales open 60 hours or more per week,has been cut from 229 to 32 since 1975.[4]

In Britain,our great tradition and history of public librarianship does continue,a steady progress on the surface which hides a greater turbulence below.

This pessimistic scenario of contraction is probably not seen at many branch libraries,nor read about in reports of library service initiatives.

Another reason why public libraries are at a crossroads may be that their link with reading,and with books,is being challenged by new technology.

Both of these reasons,financial and technological,are reflected in any current awareness bulletin or librarianship bibliography- the phrase 'slimmed down public library' may be apt.

Yet during this time a great momentum has built up,in society and in our libraries ,for service to groups of people represented in this Section. This movement built up during the 1970[8] and was signalled in 1981 by the International Year of Disabled People.

From the viewpoint of Britain,we have seen the growth of a new government agency,the Manpower Services Commission(which includes in its objectives,service for disabled people [5]),and extensions of legislation since the Chronically Sick and Disabled Persons Act of 1970, and more recently the Disabled Persons(Services,Consultation and Representation)Act 1986 [7] (not yet fully implemented),and the Companies Act,1985.[8]

Local authority Equal Opportunities Committees regularly discuss issues concerning disabled people,a reflection of the needs and demands expressed by groups of people wanting fuller rights in society.

Here in Britain we have been fortunate to see an expansion in public media,in television and newspapers. Channel 4 TV is notable as a medium that has established itself as a major film producer and advocate for minorities.One example is their programme Listening Eye,which campaigns for deaf people more vigorously than the older BBC TV programme See Hear!. Recent Channel 4 broadcasts have recalled the history of deaf people and have campaigned about education of deaf people.[9]

So we have evidence of problems for public libraries on one hand,and a rising tide of developments relating to disabled people,on the other hand.

My contention is that this momentum(which <u>is</u> being reflected in libraries) can also stimulate libraries.

The momentum can be exemplified by enumerating the provision of general services which return their proper rights to disabled people,in a British context. These include:

1. The use of the EVAC + CHAIR [10] by disabled people who need rapid evacuation from buildings,is generalizable,for example for expectant women,people who are frail or unwell,or cardiac arrest cases.

2. Kneeling buses(USA) tilting buses(UK),designed for ease of access for motor disabled people,are especially useful for many passengers who find access to vehicles difficult.

3. Talking bus stops/Audio alert on buses and subway trains,meant for visually handicapped people,are invaluable for every traveller.

4.Tactile and coloured strip surfaces at platform edges at railway stations/subway stations,again intended for visually handicapped people, are a specific reminder of danger for all other travellers.

5. Audible signals on British Pelican/pedestrian crossings,are <u>not</u> provided when there are two close together(eg on dual carriageways) to avoid the possibility of a person crossing on hearing the signal from the wrong crossing- a tactile indicator has been developed by some local authorities(eg Leeds) which is a safety measure for all road users.

6. In London(UK) the replacement for the FX4 taxicab,the Metrocab,offers 5 seats,ramp access,room for invalid chairs,a lower floor- for the general public this cab simply offers more room.

7. In Tokyo(Japan) an illuminated route diagram on rapid transit trains/ 'tube trains',shows the last stop and the destination of the train.Every rail traveller is susceptible to a worry about a journey-this system helps people who cannot follow diagrams and lists-it placates and informs everyone.

8. Ramps[11],automatic opening doors,non slip surfaced pavements and stair treads,coloured routeways in large buildings(not merely in hospitals),tactile street maps and building plans - the list of environmental aids continues; none of these ideas and innovations can be claimed as aids for disabled people alone- " people who benefit[from ramps] include...many elderly people,people carrying small children in pushchairs,and people with shopping carriers "[12].

From this list a truism can be stated- any provision which enables a disabled person to function more fully,ultimately benefits society:it thereby offers the benefit of an enhanced general facility.

This is further exemplified by the case of access to St.Albans Cathedral. Most steps could be given a white painted edge strip to help visually handicapped people.But for one set of steps this was not acceptable. The solution was to provide a spotlight which used the resultant shadows to enhance definition. Everyone was helped.

Yet the reverse case exists,where disabled people continue to be marginalized.

An addition to a British Standard[13] is likely to be issued at the end of 1987.The proposal is that a safe refuge is provided in all public buildings,for disabled people.They would wait in the refuge in the event of an emergency,until rescued by fire officers.This refuge would be separate to evacuation systems for other people.This piecemeal approach to safety is itself hazardous and unnecessary-all people need a safe refuge-provision should be universal.

If this list of achievements is revealing,we can readily list modern problems that demand solutions:

1.Lifts/elevators are rarely staffed-an audible and visual inventory of each floor would be useful.

2.Banks and many offices separate customers and staff with a tough glass screen-few of these offices have the loop device used to help hearing impaired people- an adapted loop would help everyone.

3. Self service petrol/gas pumps more often depend on a sole visual signal for quantity or price- a pre programed command and audio reminder would assist motorists unsighted from the visual display.

4.In Britain all television receivers have incorporated FST(flatter squarer tubes),and 24 to 28 inch receivers include stereo sound and teletext facilities-but it will be at least 5 years before all receivers incorporate teletext recption as a standard.There is customer resistance,and among the deaf community particularly-"currently only 25% of the people who could benefit from teletext in Britain,have appropriate TV sets" [14].

When we consider library and information services,we can enumerate some initiatives that have already taken place,initiatives which potentially can benefit everyone:

1. So-called talking books,initially intended for people with visual and reading handicaps,may benefit children [15] ,stroke and motor disabled people,hospital patients and many others [16]. Recent efforts in Britain by the organization CALIBRE,extend the original target population for whom the tapes were intended-the Royal National Institute for the Blind cannot yet exploit their great stocks of recorded materials for a wider audience.

2. Access via British public libraries to the subtitled videos of the National Subtitling Library for the Deaf [17] has the potential to help a wider audience.

3. Combined Braille and print material (eg TWIN-VISION,USA, and TWOWAYS,UK),enable sighted and visually handicapped children to share the same text.

4.Teletext shopping services,currently based in public libraries for use by elderly and infirm people(eg in Gateshead [18] and Bradford [19] in England),must be the model on which more generalized services will be based.

5. Reader interest categorization often involves a visual symbol to identify stock- library guiding becomes meaningful to the widest groups of people

6. The inclusion in libraries of computer hardware and software means that everyone can use the equipment,form software games in libraries for teenagers [20],to adapted keyboards for disabled library users.

We can now turn to two issues,arguably key issues in service to disadvantaged people in Britain,where the extension of equal opportunities can be acted on.

1. The people we are concerned with in this IFLA Section include hospital patients and prisoners.In each instance,individuals from the whole community have an equal opportunity to use respective library services- whether they do so is not the issue here !

In this sense the whole population benefits from adequate library services in hospitals and in prisons.A library and information service in every hospital and in each prison,remand and detention centre,has yet to be achieved in Britain.Evidence of initiative is available: a community information service is being developed in Littlehay prison in Cambridgeshire;and a viewdata service for patients and staff(which enables deaf people to communicate between wards) is available in the Saint-Antoine hospital in Paris using the domestic Minitel [21].

2. What is still needed in Britain is a national resources centre for disabled people- a location for the assessment and loan of new technology and reading aids and resources;a central resource for the production of easy readers,of Braille and audio material (extending the current provision,for example for students and adult learners); a centre for research and a focus for the needs and demands of disabled people.This kind of provision has been called for by the Attenborough Report [22].

The consequences for the rest of us would be a greater and wider choice of reading resources and a proactive national centre for the greater numbers of disadvantaged people in Britain.

This paper has argued the case for universality in the approach to library and information services for able bodied and disabled/disadvantaged people. More specifically,its argument is that service initiatives targeted at disabled people reveal the benefit that can be derived thereby by all.

It is a short step from that argument to propose that library/information service is improved overall when initiatives for disabled people are proposed.

It follows that decision makers in libraries need to search for the critical points at which pressure for improved library services may be exerted. What is called for is a kind of lateral thinking which exploits the vigour and momentum which surrounds the issue of disability in Western and Eastern societies.

In two words,what we should aim at is practical pluralism.

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IFLA GENERAL CONFERENCE, BRIGHTON

1987

Division: Libraries Serving the General Public.
Section: Libraries for the Blind

151-BLIND-4-E

Library services for the visually handicapped: integration or separation?

by

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Author: Dister, Jo (Neth.)
Title: Library services for the visually handicappped: integration or separation?

Government social policy aims the integration of the handicapped into society as a whole. Efforts are being made to involve the public libraries in the provision of reading materials for the blind and partially sighted.

The article treats the economic and organizational aspects of decentralisation of the provision of reading materials to the print-handicapped.

The role of the libraries for the blind in the network of public libraries is examined as well as the organisation theory of centralization and autonomy.
Through cooperation between the public libraries and libraries for the blind it is possible that the visually handicapped can keep up with the supply of information to the sighted.

Automated catalogues form the basis for further cooperation in the field of interlibrary loans.

The documentation is another area in which cooperation between public libraries and libraries for the blind is necessary.

Library services for the visually handicapped: integration or separation?

1. Introduction

In many countries government social policy aims at promoting the integration of the handicapped into society as a whole. The handicapped should be able to use the same facilities as the non-handicapped as much as possible. It is not surprising, therefore, that efforts are being made to involve the libraries for the sighted (i.e. the public and academic libraries) in the provision of reading materials for the blind and partially sighted in order to improve their integration. In making these efforts, I personally feel that we should not overlook the economic and administrative aspects of the decentralisation of the provision of reading materials to the blind.

The way in which the special provision of reading materials for the blind is organized is mainly a matter of business administration. Organisation theory as applied to every big institution or organisation can and should be applied to the system of providing reading materials to the blind.
The range of facilities for the visually handicapped depends on the economic policy of a country.
In this paper I shall try and apply the theory of centralisation and decentralisation to the way the special provision of reading materials for the blind is organized.

2. Historical and economic development of the system of provision of reading materials to the blind and partially sighted.

At the beginning of the 20th century the blind were fully dependent on charity. There was hardly any work for them and very little reading material. Care for the blind was entirely in the hands of private initiative. Government programmes in various countries aimed at improving the situation of the handicapped, only began to appear in the nineteen-sixties. During these years the system for provision of reading materials to the blind expanded vigorously.

This special provision is increasingly considered as a matter of general concern and less as a purely charitable activity.
There is an ever increasing trend towards using professionals to provide this service. This does not mean, however, that the volunteer is playing an ever decreasing role. Almost everywhere the volunteer is still indispensable.

Since 1970 government policy for the handicapped in the industrialized countries has been either "compensatory" or"corrective". "Compensatory" programmes aim at relieving the burden on the handicapped person by means of financial allowances. "Corrective" programmes on the other hand attempt to increase the productivity of the handicapped by aiming to create equality of access to the labour-market.
In the seventies these programmes gradually developed in the following countries: USA, Germany, France, Israel, the Netherlands, Sweden and the UK. They are expensive and have side effects, so-called external effects, which can be both positive and negative. External effects are the costs or benefits which can hardly be expressed financially. Schooling, rehabilitation and giving the visually handicapped normal access to the labour-market guarantee their equal rights. A positive external consequence is that the costs for allowances and care diminish. The advantages of improving the material and spiritual well-being of the handicapped can be quantified in economic terms and then be compared to the costs. Once handicap is considered as an economic problem, there are various reasons for a government to intervene. These reasons are either humanitarian or economic.
In the sixties government policy in most countries attempted to ensure a minimum income for the handicapped. In the seventies government policy changed and aimed at integrating the handicapped into the labour-force. Equality of access to education, employment and mobility became a fundamental "right" of the handicapped.
The costs of good provision of reading materials for the blind and partially sighted are compensated by the advantage for the visually handicapped of enjoying schooling, a job and social contacts. The question "How much does it cost to ensure equality of access and do the ends justify the means" will determine the economic policy of a country.

3. The structure of the public library service

3.1 The objectives of public libraries

In recent years there have been extensive discussions within the libraries about the objectives of their work. It is necessary to keep this discussion going for the following reasons:

1) fast and wide-ranging changes in the supply of means of communication and in the consumer demand;
2) under pressure of economic recession the government has to decrease grants to public libraries;
3) the government plans to repeal several unco-ordinated pieces of legislation covering local existing structures which are only just kept going.

Finally the objective of the public libraries in the Netherlands has been defined as:"to promote the free flow of information by making this information accessible to everybody". By accepting this objective the public libraries accept commitment to the principle that a free flow of information is of fundamental importance to a democratic society. They thus actively strive for a free flow of information, without impediments, accessible to every Dutch citizen. When put into practice this means that library services must be within everyone's reach including small children, the handicapped and people in isolated circumstances (hospitals, nursing homes, prisons etc.); that libraries must be present in all communities, that the information supplied by libraries must be available in a form and language which certain minorities can also understand.

The first objective is, therefore, that the libraries and their services should be well within everyone's reach.

A free flow of information also implies, however, that the reader himself decides which information he wishes to have and what he needs the information for. In a way, the consumers should, therefore, determine which mass media are to be supplied by the libraries or, to put it the other way round, the libraries should provide everything the readers ask for.

There is a certain tension between these two aspects of the public libraries' objective because financial resources are limited.

3.2 The library for the blind and the public libraries network

No single local library is able to fully and independently implement the objectives of the public libraries. This does not only apply to district and neighbourhood libraries, but also to local and regional libraries. Even the biggest libraries will have to appeal to specifically created specialized libraries to satisfy highly specialized consumer requests.
The library for the blind is such a specialized library and fits into the public libraries network very well.
Visually handicapped consumers' requirements are special because they need information in a modified form. In turn the libraries for the blind produce braille and talking books themselves and can act as suppliers to the public libraries within an extensive co-operative network. After all, reaching the visually handicapped is one of the public libraries' objectives.
If the public library is able to visit readers at home, then it is obvious that the libraries for the blind need only act as the producers of the specially adapted books needed by the public libraries. The public library then merely loans the materials at the counter. The reader visits the public library or the public library visits the reader.
If none of these are possible, another task arises for the libraries for the blind, that is to act as a distributor of braille and talking books. For those readers who are not able to visit the public library, the library for the blind has also developed into a mail order organisation. It offers its products by means of a catalogue and after having received a request by post or telephone it forwards the specially adapted reading material to the reader.
Co-operation between the public libraries and the libraries for the blind within the structure of a network can be greatly improved by using automated catalogues. By adding the catalogues of the libraries for the blind to the automated title catalogue of the public libraries one condition for fruitful co-operation within a network can be fulfilled, i.e. being able to easily locate and (if necessary) request specially adapted books.

This kind of automation makes it possible for the public libraries to serve the blind and partially sighted user without possessing a comprehensive collection of talking and braille books. Thus the public library mainly operates as an outpost of the library for the blind administering part of its loans. The public library also refers those readers to the library for the blind who have become acquainted with talking books and hence depend on the postal loan system.

4. A theoretical approach to the topic of centralization/decentralization

4.1 The cyclical motion, a natural law or a rational choice ?

Everyone who has been involved in a working organisation for some length of time has noticed that the way in which the company or institution is organized changes. "A Changing Organisation" is the subject of many manuals which discuss the organisation from a sociological, psychological or business organisational point of view. Companies which traditionally had a central organisation switch over to a decentralized form while decentralized companies change to introduce central management.
The cycle of centralization and decentralization seems more an inescapable law of nature than a choice based on rational arguments. Let us now study in detail the reasons why an orgasation is pushed to change.

4.2 The forces for and against centralization

In his book "Centralization and Autonomy" Brooke presents a schematic survey of the arguments for and against a centralized approach. Different facts are compared to show that one and the same fact can lead to opposite results. This can help us to have a better insight into the cyclical movement of various forms of organisation.

1) Knowledge and experience

Preserving scarce knowledge and experience can be an argument in favour of a centralized approach, while the opposite can also happen, namely that efforts to maintain specialized knowledge in independent sections can also lead to decentralization.

2) Decision taking

A decentralized approach is often chosen in order to promote fast decision taking. If, however, disaster is imminent, forces tending towards centralization are required. In organisations where the whole is greater than the sum of the parts decision taking leads to centralization.
Attempts to ensure security have a centralizing influence.
A forceful and clear definition of the company's ofjectives automatically leads to centralization.
On the other hand, motivation increases and results in higher productivity if sections have more independence and responsibility in a decentralized system.

3) Groups links

If there is a complicated pattern of group links decentralization will be difficult. Single links call for a decentralized approach but can lead to alienation.

4) The extent to which a large-scale organisation is accepted also influences its organisational form.

5) Routine work results in centralization while the need to be flexible leads to decentralization.

6) Size of the organisation

A survey in the USA among 257 institutions has shown that a decentralized approach is mostly found in small and big organisations while the medium-sized organisations are more centralized.

7) Some managerial techniques limit independence and promote uniformity. At the same time there are other techniques which create a matrix within which more autonomous action is possible. Because of centralized knowledge sophisticated technology leads to restricted independence.

5. Centralization and decentralization of libraries for the blind

Following these theoretical observations we shall now try and look at the way the provision of reading materials for the blind is organized. In so doing we shall take both co-operation in a network and the organisation theory of centralization and decentralization into account.

A library for the blind is a complex business. It is a productive organisation which produces braille and/or talking books and periodicals, but it is also a library which establishes a collection of reading materials which is then made available to its users. The way in which materials are made available means the library also has to act as a mail order organisation.
In the Netherlands the library for the blind performs three tasks,
a) production
b) duplication
c) distribution or library service

Production

Production consists of transcribing books, periodicals and other documentation into braille or recording them on magnetic tape. It is striking that a large number of highly educated people are involved in this work. This is not surprising, however, as they have to adequately master the subject matter to be transcribed into braille or put on tape so that the quality of the final product conforms to certain standards. People with these qualities are scarce. Because of the labour-intensive and therefore expensive nature of this work the libraries for the blind have often co-operated closely with volunteers and still do. Qualified volunteers are hard to find and therefore the section which produces the talking books is decentralized.

The studios are located all over the country in the regions and are relatively independent units. They can and do work autonomously as long as the standards to which the final product has to conform are well defined. Ensuring the presence of an adequate number of qualified staff is thus organized on a decentralized basis.
Central management is, however, desirable when setting the quality standards, distributing the books to be produced in recorded form to the studios and avoiding duplicate production. The fact that various libraries for the blind co-exist in one country or talking books are produced by both public libraries and libraries for the blind is often the result of historic developments. From an economic point of view this is certainly not desirable.
The desire to produce good quality products, to be able to use expensive equipment and to avoid duplicate production are all reasons which call for central management of studios organized on a decentralized basis. One could speak of a "centralized decentralization" as the ultimate ideal.
The same decentralized structure applies to the production of braille. This involves expensive staff, many volunteers and highly qualified work in the case of textbooks. The transition to automated braille by means of an electronic eye and the processing of punched paper tapes will, however, result in increasingly centralized braille production. The production process will become more routine and more capital-intensive, hence the production of braille will become centralized.

Duplication

The duplication task of the library for the blind consists of producing copies of a recorded magnetic tape and/or braille paper tape. This production process can be compared to that of a printing-office. Numerous copies of a single master tape have to be produced. This is routine work and will automatically lead to centralization. When more than one braille printing-office exist in one country or more than one centre for duplicating talking books equipment is often underused and this is often a negative factor.
Assigning the task of duplication to one or two libraries for the blind is, therefore, a current topic of discussion in the Netherlands.

Distribution

The library has the following tasks:

1) establishing a collection which is easily available for the reader's use
2) organizing storage and supply
3) providing advice and information

ad 1) Establishing a collection which is easily available to the reader

The creation of a well-balanced and easily accessible collection of specially adapted reading materials for the blind and partially sighted is a good example of a situation in which the whole is greater than the sum of the parts. By bringing together the collections of various libraries for the blind in one central catalogue this catalogue will acquire added value when compared to the individual catalogues themselves. Automation makes an amalgamation of several catalogues into one easily consultable catalogue possible and this automatically results in co-operation between and centralization of autonomous libraries for the blind which originally existed side by side and separately. Automation also forms the basis for further co-operation with the public libraries. It is impossible for a public library fo have a large supply of specially adapted books for a relatively small number of readers. A fast working system of inter-library loans between the public libraries and the library for the blind should, however, be possible as soon as the catalogue and loan file are automated.

ad 2) Organizing of storage and supply

Storing braille and talking books is routine work and requires the necessary floor space and calls for a central approach. From a security point of view (accidents etc.) however, storage of master tapes in a separate warehouse is advisable. Limited collections of special reading materials can be established in the public libraries in the bigger cities and in the provincial central libraties in order to promote the integration of the visually handicapped.

Decentralized collections are expensive but economically feasible if the automated catalogue and loan file of the public libraries and the libraries for the blind are co-ordinated thus making flexible management possible. Personal contact between the user of the special reading materials and the local library is a great advantage and a strong argument in favour of a decentralized loan system through the public library. If, for financial reasons or lack of mobility, this is not possible the next-best solution is a library for the blind which organizes postal loans centrally. In the Netherlands we are obtaining satisfactory results with regional groups of volunteers who visit readers in their homes, help them, if requested, with their lists of preferences, deal with wishes or complaints or teach them how to use their listening devices.

ad 3) Providing advice and information

Besides lending books and periodicals from their own collections libraries also have a documentation task, i.e. to provide information about existing literature outside their own collection. In the public library and especially the academic and specialized libraries this has always been a well-developed activity. The libraries for the blind, on the contrary, have tended to neglect documentation. In the near future, thanks to automation, this situation will be able to change. More and more databanks are becoming available and accessible to the sighted library user. Those libraries for the blind which have been working well together with the public libraries within a network will obviously co-operate with the public libraries in the field of information retrieval.

I, personally, think that the library for the blind will have an important role to play as an intermediary between the visually handicapped and the public libraries. The visually handicapped user will need the competent help of the public library or the library for the blind to transform his request into a search profile or into search codes for input into an automated data file.

The public library can supply the available information in inkprint to the library for the blind which will then transcribe the information (mostly magazine articles) into braille and/or a talking book. It is therefore indispensable that the libraries for the blind have sufficient production capacity to quickly (i.e. within one week) transcribe this information into the desired form.

Thus, through co-operation between the public libraries and libraries for the blind we can ensure that the visually handicapped people do not lag even further behind when trying to acquire information.

On the contrary, in this era of information supply expansion we can ensure that the visually handicapped can keep up with the supply of information to the sighted.

Only if this were to become possible, could we speak of true integration of the blind and partially sighted into society.

The extent to which the visually handicapped person can exercise his right to information will be ultimately determined by his being able to consult digital files and then to receive what he wants in braille or in the form of a talking book. This is decisive too as regards the extent to which the public libraries and the libraries for the blind will be able to achieve their objective of a free flow of information accessible to everybody.

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New Materials for Learning Braille

A Critical Review of Publications and Projects over 5 Years

by

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ABSTRACT

Tom Maley (London, U.K.). New materials for learning braille

A brief assessment of the diverse needs of the visually handicapped and their sighted helpers is followed by an account of RNIB's involvement in literacy provision over the last four years. The review of recent publications and other projects is in the context of the purpose of literacy and the problems of editing and publishing. Four published schemes, five schemes now in preparation, and another group of projected schemes are reviewed, together with some bibliographical material and an important new RNIB magazine for the newly literate.

NEW MATERIALS FOR LEARNING BRAILLE

1. INTRODUCTION

1.1 The Learning Group

Every year in the UK more than 10,000 people join the register of the visually handicapped. Measured by RNIB magazine circulation the braille literacy rate is five to seven per cent. The visually handicapped population is weighted heavily towards the elderly and the number of over 65's and retired in the population generally is also growing. It has regrettably become conventional to regard the elderly as unsuitable ground for learning braille. If the literacy rate is falling it must nevertheless be assumed that about 500 people are eligible to learn braille every year. Numbers in the whole English speaking world will be many times this figure. There is presumably activity of the kind described in this paper elsewhere, notably in the 'American' braille area.

This numerically small learning group can be easily divided into even smaller categories with very different needs. The learning materials necessary for infants, teenagers, working age adults, the retired are diversified by ability range, previous experience of literacy and to what extent sighted assistance is available. Additionally and crucially there are the needs of the sighted to learn braille. Without sighted braillists in large numbers there would be no transcription services or close-up assistance for visually handicapped learners. The BRAILLE PRIMER *1 served for too long for all such needs despite its obvious unsuitability to the needs of ordinary people who simply want to participate in what can be a

prolonged struggle to acquire literacy by their visually handicapped friends or relatives.

Those visually handicapped who were not literate before blindness or who have never acquired literacy, having been blind, are catered for by the publication of some materials designed for the adult literacy BASIC SKILLS UNIT in London. These are available in grade 1 and grade 2 braille. This is part of an RNIB initiative, taken with the PARTIALLY SIGHTED SOCIETY, to attach this visually handicapped group to the mainstream of adult literacy provision.

1.2 The Braille Literacy Working Party

Four years ago RNIB declared a commitment to do something about increasing the level of braille literacy. There are 3 ways of tackling the problem:

1. To provide for more teaching of braille.

2. To bring into being a corpus of interesting varied materials for learning and support.

3. To adapt publications so that more material is accessible to new readers.

This paper is only directly concerned with the second and RNIB is not solely responsible for the first. But the new materials created must relate to the publications which are available and it is undoubtedly true from the testimony of many new braille readers that existing publications, books and magazines were very much geared to the needs and abilities of existing readers to the exclusion of new ones. Teaching braille is also greatly facilitated by easy access to published courses rather than teacher-made exercises.

An RNIB Working Party was set up to advise on all aspects of the problem. It was composed of braille teachers and experts from within and without RNIB. Four of the publications listed in this paper stem directly from the working party's recommendations although all of them owe their inception to other authors and bodies, in particular the Association for the Education and Welfare of the Visually Handicapped (AEWVH). It proved beyond the capacity of a group of teachers brought together for the purpose either to produce or inspire courses for teaching braille to specific groups. RNIB had to draw from the experience the lesson that although teachers may know more about the process, it is required to standback from the details of teaching to produce a good textbook. Hence the commissioning of Mark Pivac to write the RAISED DOT READER. Mark Pivac is a young blind man who learned braille as a late teenager and has completed a degree in literature with a view to a career in publishing.

The RNIB Braille Literacy Working Party, which met for the last time in the spring of 1987, became a watchdog to ensure that RNIB continued to honour its commitment and to oversee the fundamentals of publications: paper quality, line spacing, size of course units, audio or print accompaniments. These fundamentals are in themselves the reason why publication has been laborious and no doubt contributed to the neglect of such publications in the past. To help in this work RNIB appointed a Braille Literacy Development Officer in 1986. A major producer like RNIB seemed to find it particularly hard to deviate from standard formats and packages. The appearance of 'Braille for Infants' was therefore much welcomed with relief on all sides. National Library for the Blind and Royal National College for the Blind, small scale producers, have

now also commissioned braille learning materials. But it is clear that co-ordination of literacy materials is essential if each group of learners is to be properly served and valuable time and resources not misdirected.

1.3 Course Design

There are three problems to be addressed: how to overcome the perceptual difficulty of reading with the fingers; how to present the grammar of the braille code; and how to prepare people to connect the skill they have acquired with an improved life quality.

The first has given rise to experiments with 'jumbo' quality braille *2. The most successful of these, judged by its continuing popularity, is Dr Michael Tobin's 'Beginning Braille'. BEGINNING BRAILLE's jumbo script is not big dots but wider spaces between the dots. It is beyond question that many people find it easier to feel bigger characters, but jumbo braille is never used in publications and if students cannot progress to standard character size they are trapped with an unnegotiable skill. The extent of variation of dot and line interspacing and the amount of practice material built into courses is therefore a function of the perceptual problem. Non-standard and wide line spacing is adopted by several of the courses reviewed. Type and quality of paper is yet another parameter *3.

Presentation of standard English braille, with its 189 contractions and 226 rules *4, is a major preoccupation of teachers. Unfortunately although the intellectual challenge is less likely to deter students than the perceptual, the grammar of braille is reverently recited and uncritically recited even though it is well known that few ever understand its ambiguities or write it correctly. It is as if nothing less than the whole

will suffice to make one literate. The order of introducing contractions is sometimes based on experiential evidence which tends to show that some contractions are easier to recognise or remember and sometimes on a calculation of frequency of occurrence. Then there is the option of teaching grade 1 or grade 2 *5 or both and how to marry the two. Whatever method is chosen, the related exercises have to be appropriately graduated *6.

Preparing students for the uses of literacy is in general neglected. It is as if the benefits of literacy are not perceived to be great by those who impart it. The satisfaction of knowing that one's fingers can feel dots and shapes and that they have meaning, followed by the cracking of the code, might take long enough and go deep enough to act as a therapy and even if students eventually never use the skill for the handling of information, the teachers can feel that the effort is justified. Consequently the courses reviewed, with one exception, do little to point students towards the reading experience itself. There is little to prepare them for the complex layouts of braille publications or reference works or magazines or numerical data. Yet these are the classes of reading material almost likely to be of interest to those who have the ability to stay the course.

It is interesting to note in passing that none of the courses published or in preparation contains significant guidance on writing braille. It is universally assumed that a keyboard is at hand and use of the style (stylus) is no longer current.

2. BRAILLE LEARNING SCHEMES

2.1 Already Published

Association for the Education and Welfare of the Visually Handicapped (AEWVH): BRAILLE FOR INFANTS, a pre-school and infant level reading scheme by the Infant Level Working Party of the AEWVH. RNIB. Print: handbook, 65 pages, £2.50 separate. Braille: handbook and 27 pocket size booklets, 4-6 pages each, cat. no. 48600-27. Tape: 2 C90 cassettes. Price: £14.95 UK, £24.95 overseas.

This course, the first specifically published for infant beginners, is notable for its attention to pre-braille skills and is aimed particularly at mainstream school situations where teachers are under great pressure.

Hampshire Social Services Rehabilitation Team: JOKES AND ANECDOTES, RNIB, No. 31459-60. Braille (only): alternate line spacing, 2 pamphlets.

This anthology of awful jokes and silly stories is in graduated braille code to fit onto the lessons inthe braille primer. Hardly anyone can believe that the primer is a satisfactory vehicle for teaching braille by touch, but until it is replaced this little book will help to relieve the beleagured teacher.

Royal National College for the Blind: SPEED READING COURSE, by Ruth Mohan. For students starting braille after 16. RNCB, 1987. Braille: varied line spacing, 4 volumes thermoform. £30.

The title is misleading but the course certainly provides a substantial amount of graduated material and repitition. The interleaved pages with print text are a useful aid to sighted helpers.

Royal National Institute for the Blind: ADULT LITERACY PACK. Cat. no.

31294-9, 31337-8, 31341-2. Tape, braille, moon, large print.

These titles were selected from material published for the adult literacy campaign. The titles are available in grade 1 and 2 braille.

2.2 In Preparation

Five other courses are in preparation and will be published within a year which justifies the inclusion of details provisionally in this paper.

BEGINNING BRAILLE (second edition). Dr Michael Tobin, 4 volumes, 90 braille pages, volumes 1 and 2 jumbo only, volumes 3 and 4 jumbo and standard. 3 or 4 C90 cassettes, print pamphlet 10 pages, thermoform, RNIB.

This is intended for 'self-instruction' and in its first edition has been used widely for more than 10 years. The new edition covers the full standard English braille code.

BRAILLE IN EASY STEPS. John Lorimer, variable line spacing, age 10-15, for children of average and above ability, four 30 page braille volumes, print handbook 150 pages, varied line spacing; graduated passages.

This is the result of a lifetime of teaching children to read braille and extensive research into teaching methods and the braille code.

SPOT THE DOT. Stella Fitzsimons. Variable line spacing, 8 volumes (300 braille pages), teachers handbook 120-250 print pages, braille 40 pages, age 10-15 average ability.

This is a graduated course. Much of the narrative material selected for the exercises is taken from established children's books and adapted for the purpose.

RAISED DOT READER. Mark Pivac, for adults of average or less than average ability. 3 units: grade 1, intermediate (common contractions) and grade 2. 3 volumes approximately 100 braille pages. Standard size characters, alternate line spacing for early exercises, manilla paper. Print text on braille page. Teachers notes 10-20 pages print, 4-5 C90 cassettes.

Exercises include many examples of typical everyday reading encounters: shopping lists, bank statements, letters directories.

INTRODUCTION TO THE READING AND WRITING OF BRAILLE. John Lorimer and Tony Best, Birmingham University. Print and braille: rule book and work book; 2 volumes braille.

This is a course which has been used for sighted students preparing for the special education diploma at Birmingham University.

2.3 Projected

The details of other learning schemes now known to be in preparation are not finalised. They may not all eventually see the light of day. They include an original design of a scheme for young adults, another jumbo dot course (closely related to the braille primer), a college based correspondence course, a National Library for the Blind sponsored course and a new approach to the introduction of braille for sighted adults who

do not aspire to be transcribers or teachers of braille.

3. BIBLIOGRAPHY AND MAGAZINE

3.1 Bibliography

An important area of activity which falls within this brief is that of bibliography. Mrs Pam Lorimer's 'Source Book' *7 for teachers is a guide to the relevant literature on teaching methods for braille which is valuable for teachers and should be kept up to date.

Betty Hanks' BOOKS IN BRAILLE AT PRIMARY LEVEL (RNIB 1987) is a comprehensive list of 1,200 titles available in UK of material suitable for age 5-11.

Work is in progress on a select list of material of particular use to those who have just learned to read and who need readily achievable objectives. This is a list of short pieces which can be easily obtained and of which there is a print copy. There is a dearth of such materials and it is hoped that the list will both assist teachers and students in finding them and also draw attention to the need for more such materials to be very urgently printed.

3.2 Broadsheet

Another attempt ot bridge the gap between the classroom and the library is RNIB's new magazine: BROADSHEET. This will start in the autumn of 1987. It will be a short 8-12 page magazine aimed at the newly literate to give them a weekly experience of reading about current events and opinion. The style will be economical with words and, hopefully, stimulating. It will have a diagrammatic motif on the cover and print sub-titles. The

content will aim at the formation of a readership of newly blind and now literate people who for a significant period must learn to identify with the new experience of belonging to a community of the visually handicapped. Such a potential readership will thus be saved from abandoning their skill having enjoyed the therapy.

NOTES

1. Royal National Institute for the Blind: BRAILLE PRIMER RNIB. Print: £1.25. Braille: 24385, £1.00. Tape: T3381 10C (including 1979 amendments).

2. 'Jumbo' is commonly used to denote braille characters bigger than standard size. Of course, 'standard' varies from one embossing machine to another. Such differences would be unremarkable to most readers. 'Jumbo' characters can be produced on a specially adapted perkins brailler.

3. Cooper A. et al: 'An Examination of Natural and Synthetic Papers for Embossing Braille', NEW BEACON, November 1985, volume XLIX no. 823 pp325-8.

4. National Uniform Type Committee: RESTATEMENT OF THE LAYOUT, DEFINITIONS AND RULES OF THE STANDARD ENGLISH BRAILLE SYSTEM. RNIB. PART 1: BASIC CODE (1969) VI 21365 C; PART 2, ADVANCED CODE (1970) VI 21798 E.

5. GRADE 1 = UNCONTRACTED BRAILLE AND GRADE 2 = FULL IMPLEMENTATION OF THE CONTRACTIONS.

6. GRADUATED BRAILLE EXERCISES WILL NOT INCLUDE CHARACTER STRINGS WHICH

IN LATER EXERCISES WILL BE CONTRACTED ACCORDING TO CODING NOT YET INTRODUCED.

7. LORIMER, P. M.: THE BRAILLE CODE AND READING IN BRAILLE: an introductory source book for teachers. RNIB. Print: 46 pages. Braille: TH47185 D.

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OPCS Surveys of Disabled People in Great Britain

by

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ABSTRACT

KAREN DUNNELL and JEAN MARTIN (London, U.K.) OPCS SURVEYS OF DISABLED PEOPLE IN GREAT BRITAIN

The Office of Population Censuses and Surveys (OPCS) has been asked by the Department of Health and Social Security (DHSS) to undertake a programme of research on disabled people in Great Britain. It covers both children and adults, people with either physical or mental disabilities and both those living in private households and communal establishments. The paper looks particularly at the lead survey of disabled adults in private households. It describes the aims of the survey, the approach to the measurement of disability and the design of the survey. The screening and identification of the disabled is described along with a guide to the topics covered in the questionnaires.

OPCS SURVEYS OF DISABLED PEOPLE IN GREAT BRITAIN

1. Background

The Office of Population Censuses and Surveys (OPCS) has been asked by the Department of Health and Social Security (DHSS) to undertake a programme of research on disabled people in Great Britain. Three separate surveys have been carried out so far:

(a) disabled adults living in private households

(b) disabled children living in private households

(c) disabled adults living other than in private households (in communal establishments)

In addition a census is currently underway of establishments which provide residential care for children. When the results are available a decision will be taken on whether to carry out a survey of disabled children living in communal establishments.

At present there is no up to date information about the number of disabled people in Great Britain and their circumstances and information is required to help plan benefits and services for disabled people.

The last national survey of the disabled took place in 1969. Since then many changes have taken place and the information from that survey cannot be considered to give an accurate picture of the situation in 1985. Moreover, the 1969 survey was of adults with physical handicaps and impairments living in the community. The current programme of research is intended to cover both children and adults, people with either physical or mental disabilities and both those living in private households and in communal establishments. This paper concentrates on the survey of adults living in private households.

2. Aims of the surveys

The main aims of the survey are to provide:

i) comprehensive estimates of the prevalence of significant disability by age, type of disability and degree of severity;

ii) information about the financial and social consequences of disability, in particular sources and levels of income and the nature and levels of extra costs arising because of disability; also the effect of disability on employment and mobility;

iii) some information about the use of and need for health and personal social services.

3. Approach to the assessment of disability

DHSS asked OPCS to devise assessments based on the International Classification of Impairments, Disabilities and Handicaps (ICIDH). OPCS have found the ICIDH useful as a conceptual basis for thinking about approaches to assessing the disabled and have adopted the terminology of the ICIDH in describing the approach and coverage of the surveys. The definitions of the ICIDH are therefore given below and the terms will be used in this way in the rest of this paper.

Impairment

'Any loss or abnormality of psychological, physiological or anatomical structure or function.' This is similar to 'loss of faculty ' defined above.

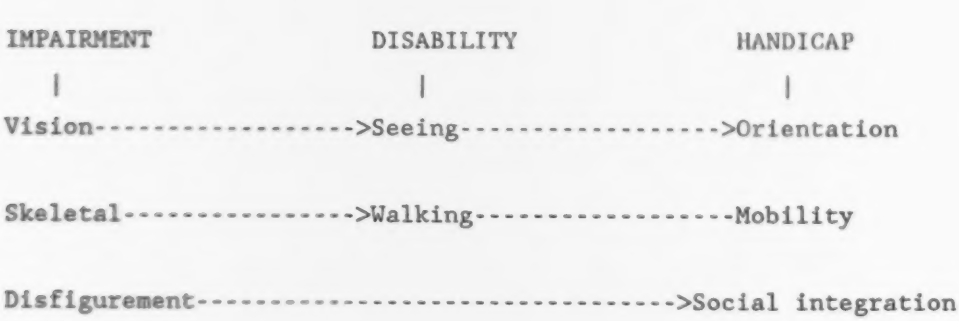
Disability

'Any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.'

Handicap

'A disadvantage for a given individual - resulting from an impairment or disability, that limits or prevents the fulfilment of a role (depending on age, sex and social and cultural factors) for that individual.'

The relationship between the different concepts is illustrated in the following examples:



It was decided that the surveys would identify people with 'disabilities' as defined by the ICIDH. Disabilities were classified into different types along the lines of the ICIDH but with some differences where the ICIDH was considered to be either too detailed or not detailed enough for the purposes of the surveys. We have also deviated from the ICIDH where it appears to be operating on different dimensions.

The detailed information collected in the interview about the nature and extent of disability is being analysed with a view to constructing an overall measure of severity of disability. First, scales of severity for different areas of disability have been developed. Second, the severity of disabilities in different areas have been compared so that all disabilities can be placed on a common scale. Finally we are establishing how combinations of different disabilities contribute to overall severity of disability in order to achieve an overall measure of severity.

4. Design of the surveys

There is no comprehensive list of all disabled people in the country from which a sample for the surveys could be drawn. It was therefore necessary to screen a large sample of the general population in order to identify people with disabilities who were to be the subjects of the surveys. The overall design of the surveys was therefore first to carry out the screening of all individuals living at a large sample of addresses and then to follow up and interview the disabled individuals identified at those addresses. These stages are described in more detail below.

a) The screening stage

The first stage of the surveys of disabled adults and children in private households was to identify samples of disabled people for interview. To achieve this a large sample of addresses of the general population was screened using a short questionnaire asking about a variety of difficulties with everyday activities and some specific health problems. Altogether 100,000 addresses were screened. They were selected from the Postcode Address File, which is a list of all addresses in Great Britain compiled by the Post Office.

In 400 of the selected areas the screening questionnaires were sent by post to the occupier of the address. Thus 80,000 addresses were screened by post. In the remaining 100 areas, comprising 20,000 sampled addresses, interviewers delivered the screening questionnaires personally. These areas were predominantly in the inner cities where response to postal questionnaires tends to be poor and often there is more than one household living at an address.

As an additional check on non-response at the main stage one in ten of addresses which failed to return a questionnaire by post after two reminder letters were followed up by interviewers who attempted to obtain a completed screening questionaire.

Of the 80,311 screening questionnaires sent out by post, 83% were returned. However, this figure includes those returned by the Post Office or by other people because the address did not exist or was vacant, or where the reply indicated that there were no permanent residents at the address. If these addresses are excluded, the effective response rate from addresses estimated to contain permanent residents was 82%. This figure also excludes a small number of questionnaires which were returned with an explicit refusal to complete the form.

Response to the follow-up of non-responding addresses was also high: after exclusion of non-residential addresses completed sift forms were obtained from 80% of addresses, providing a reasonable basis for studying non-response bias. Comparison of disability rates estimated from the main postally screened sample and the sample of non-responding addresses followed up by interviewers did not reveal sufficient evidence of non-response bias to justify reweighting the estimates.

In the 100 inner city areas chosen to be screened by interviewers, which contained 19707 addresses, screening information was obtained from 89% of addresses. About 20% were found to be non-residential addresses and some addresses contained more than one household. The response rate among households containing permanent residents was 87%.

b) Identification of disabled people

The screening questionnaire used to identify people as disabled and therefore eligible for a follow-up interview contained questions about difficulties with everyday activities and some health problems. The questionnaire was intended to be completed with respect to all the people in a household, both adults and children. The form-filler was asked to give details of the sex, date of birth and nature of the complaint or health problem of anyone in the household who had answered that they had any of the difficulties or health problems asked about in the screening questions. This information allowed us to divide adults into those aged under 60 and those aged 60 or over, since only half of the latter group were to be interviewed.

Clearly it was necessary to include questions covering as far as possible all types of disabilities. The aims of the survey, moreover, are such that DHSS's major interest is in people with moderate to very severe disabilities. It was therefore also important to frame the screening questions so that people whose problems lay above a minimum 'significant' level of severity of disability would answer positively, but those with minor disabilities, whom we did not intend to include in the sample, would not. Our main concern was to avoid excluding people whom we would wish to consider, at least initially, as sufficiently disabled. On the other hand we did not want to include too many people who would later turn out not to be considered as significantly disabled, as this would waste resources.

5. Interviews with disabled adults

Although in most cases it was desirable for the disabled adult to be interviewed in person, this was not always possible. The interview was therefore conducted by proxy in a significant number of cases. In some cases the disabled adult was too ill or frail to be interviewed. If the nature of the disability made communication with an interviewer difficult or impossible a proxy interview was generally preferable. Since the time between the postal screening stage and the interviews was several months, some disabled adults had entered an institution permanently or had died; in these cases proxy information about the nature and severity of disability prior to admission to the institution or to death was be sought from someone able to provide it.

The main interview with disabled adults was in two parts covered by two questionnaires. The first asked questions about the nature of the disabilities experienced by the subject of the interview. The answers to this part of the interview are being used to assess the type and severity of disability. The second questionnaire covers the circumstances of the disabled person and aims to assess the consequences of disability in a number of different areas.

a) The assessment of disability questionnaire

This part of the interview has three aims:

- to check the information provided on the screening questionaire;
- to ask further more detailed screening questions about some disabilities;
- to ask detailed questions about each disability identified in order to assess its severity.

The questions on disabilities were covered in the following sections:

A Walking
B Steps and stairs
C Bending and straightening
D Falling and balance
E Reaching and stretching
F Holding, gripping and turning
G Seeing (at a distance and reading)
H Hearing
J Noises in the head or ears
K Control of bladder and bowels
L Fits and convulsions
M Communication (being understood and understanding others)
N Social and mental behaviour
P Other health problems which limit daily activities:
  breathlessness, wheezing and coughing
  difficulties with eating, drinking and digestion
  severe pain or irritation
  scars, blemishes or deformities
R Dependence in self-care and household activities

b) The circumstances of the disabled questionnaire

Although concentrating particularly on the financial circumstances of the disabled person and the extra expenses of disability, other circumstances of the disabled were covered. The questionnaire is divided into the following sections:

S Health and social services

T Aids and adaptations

U Extra personal costs

V Mobility and transport

W Education and employment

X Income

Y Household finances

Z Financial situation

Jean Martin

Karen Dunnell

OPCS, June 1987

IFLA GENERAL CONFERENCE, BRIGHTON

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Royal National Institute for the Blind, General Needs Survey

by

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ABSTRACT

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Title: The Royal National Institute for the Blind General Needs Survey

Consumer research is the means by which the providers of a service or product assesses whether the product or service on offer is meeting the needs of the users. Consumer research also helps to identify where needs are not being met and so new products or services my be developed, or existing services re-directed.

This paper provided details of a survey to assess the needs of visually handicapped people carried out by the RNIB. It looks at the aims of the survey, and some of the problems of trying to assess need, and surveying a group of people who form a very small minority in the general population.

ROYAL NATIONAL INSTITUTE FOR THE BLIND GENERAL NEEDS SURVEY

1. Background

Over the last four years the RNIB have been in the process of conducting what has been called a 'General Needs Survey'. In February 1986 with the appointment of the full time worker on the survey and the access to people identified as having a visual handicap, from the Office of Population Censuses and Surveys (OPCS), the survey moved rapidly from the drawing board to implementation.

The survey is an extension of the RNIB's movement into the 1980's and the adoption of a marketing orientated philosophy in the delivery of its services. This philosophy at its most basic asks, what are the needs of the consumers of the RNIB's services; if the answer is not readily available the RNIB must then find out what these needs are. A survey is one method that can be employed to identify those needs. A sample survey provides an economic means of obtaining unbiased information on an entire population.

The RNIB survey is timely in that it coincides with the survey of disability currently being undertaken by OPCS for the Department of Health and Social Security (DHSS). If previous government surveys are anything to go by, the OPCS survey will provide the frame of reference for legislation and action about disability in the next decade or so. The last national survey of the disabled took place in 1969. Both these surveys involved massive and costly screening operations to locate the disabled people for interview, but the amount of information collected on the special needs of the visually handicapped was necessarily very limited. If this later OPCS survey is to be used as a starting point for the next fifteen years, then we have to ensure that more is included on the situation of visually-handicapped people.

2. Objectives

The overall objective of the survey is to provide the basic consumer information which the RNIB can use to plan its future policy. The objectives of the survey can be summarised as follows:

- To provide information which will enable the RNIB to evaluate, promote and develop its services

- To identify problems in obtaining information about services or access to them

- To provide a national picture of the characteristics of the visually handicapped population.

- To examine how the needs of the visually handicapped population are being met from whatever source, including other service providers.

- To give evidence of significant areas of unmet or inadequately met need so that the RNIB or other agencies can take steps to ensure that those needs are met.

- To identify areas for further investigation

- To extend and complement the information on the severely visually handicapped gathered in the OPCS disability survey.

3. Previous Surveys

There have of course been several previous surveys. This RNIB survey, however, aims both to collect wide-ranging information on needs and to do so on a nationally representative sample. Previous surveys have achieved one or other of these aims but never the two together. For example the main Government-sponsored survey of the blind, that by Gray and Todd in 1967 was limited to the registered blind, its coverage was confined to the study of mobility and reading habits.

The RNIB survey considers nineteen need areas or issues for investigation, Braille, Tape, Communication, Social Relations and Psychological Needs, Hearing Loss, Contact with Voluntary Organisations, Leisure, Information, Registration, Welfare Rights, Contact with Social Service

Department, Health Care, Employment, Training and Rehabilitation, Daily Living Skills Mobility, Transport, Accommodation, Aids and Adaptations.

The areas will not be treated as isolated fragments of information. Data on the way needs and need provision overlap and inter-relate in the different areas will be an important outcome of the investigation. For example, the heading 'Communication', will include low-vision aids, large print, radio, telephone and personal contact as well as braille and tape. The concept of need is central to our enquiry, and to questionnaire design, but there is no single agreed definition of what constitutes 'real need'. Certainly, we will want to cover self-assessed need, asking people directly if they are aware of a service, have tried or want to receive it, or are satisfied with it if already a user. But we shall also make use of indirect assessment of need based on statistical comparisons.

4. Sample Definition and Selection

The intention is to achieve 600 in home interviews distributed as follows: 200 people 60 years and over, taken from the OPCS sample; 200 people between 16 years and 59 years from the same source; and 200 children, interviewing their parents.

5. Defining Need

The definition of need is a task that was crystallised with the development of what is termed the 'Social Indicator Movement' in the United States in the 1920's, and given increased impetus in the 1960's with a series of studies trying to provide quantitative measures as to the social impact of the rapidly increasing technological advance resulting from the Space race. One of the aims of these studies was to measure quality of life. The obvious problem lay in the difficulty of trying to quantify such subjective and individual concepts as "happiness".

The approach adopted in this study is to investigate comparative need and an examination of individual's stated or expressed needs at all stages. The study of comparative need was possible and unique in two respects in this survey. First, and possible most important, because this was a

random sample found through a postal sift of 100,000 households we were able to contact people with a visual handicap who may not have been seen by the welfare network because of their visual handicap. This meant that the needs of people who were being seen by the welfare services and those not being seen by the welfare services could be compared. The potential use of a service was thus possible with the comparison of users and non-users, and whether non-users wanted the service.

The contradiction to overcome is fairly obvious. Where the individual is not using a service and they are aware of but do not want the service, are they to be considered in need when compared with others who have similar characteristics and circumstances and do receive the service? The analysis of the survey must try to assess the factors which lead one person to be in need of a service and another not to be.

The factors to be investigated to answer this question are initially those of; sex, social class, age, age at onset of visual handicap, other handicaps, contact with the welfare services, and family support. There is then a multitude of factors which have to be investigated indirectly for example, how independent the individual is, the level of support the individual received at critical periods, and the satisfaction with such support.

6. Sampling

The major difficulty when sampling a group that is small in numbers among the general population, that is to say a minority group, is finding them in sufficient numbers to be representative of the group as a whole. If funds are not limited the searching process can be extensive, but where they are limited, sampling rigour is usually sacrificed to gain sufficient numbers.

Before the opportunity arose to utilise the OPCS survey as a sampling frame some time was spent considering a plan which would have drawn the elderly from doctors' registers based around six major cities. The sample of visually handicapped young adults was to have been drawn from the blind and the partially sighted registers kept by the local authorities.

The OPCS route had the overwhelming advantage of being:-

i. A nationally representative random sample (this would make this survey almost unique).

ii. Providing visually handicapped people who would not be found via the registers for the visually handicapped.

iii. Cost - no other method would have been as cost effective. The RNIB did not have the resources of a major government body to sample the population in this way.

The disadvantage in using official registers would, however, be encountered in the under 16 years (children's) survey from the registers of the Local Education Authorities (LEAS). The adult visually handicapped registers kept by the welfare services are notoriously inaccurate for a number of reasons. First, individuals may not be registered if their visual handicap is one of many handicaps and may be considered the least of the person's worries. In addition the individual may be of such an age that registration is not considered, this is especially true where sight loss occurs at a very elderly age. Finally, the welfare services in individual areas may simply not have the resources for effective registration.

With the children, the LEAS have by law to provide education which meets the special needs of the handicapped. LEA records for children of school age may be more complete. Even here if the child has several handicaps, the visual handicap may not be recorded due to the difficulty of diagnosis. Visual handicap is relatively rare among children in the United Kingdom, for this reason even the OPCS method would identify insufficient children for a proper survey.

7. Summary

Two major obstacles faced the survey at the outset. The first was the selection of a sample that would be representative of the visually handicapped population. The OPCS survey provided the ideal sample. The second was, and still is, the definition of need. Much of the assessment of need will be based on comparison of those in receipt of a service and those not. The strength of the survey will emerge from the identification of the factors which lead non-users of a service not to express a desire or want for that service.

A final important point, not made explicit above, is the co-operation between a Government department and a national charity. The refinements that will allow this survey to be most effective is the access that the RNIB has had to the OPCS sample. The massive screening exercise on which these surveys are based in order to identify a random but representative sample of respondents is beyond the resources of most organisations outside central government. Organisations will be well rewarded where they can develop such co-operation with their government departments.

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ETHNIC LIBRARIANSHIP AND ITS INTERNATIONAL DEVELOPMENTS IN NORTH AMERICA

by

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ABSTRACT

J. Patel (U.S.A.). Ethnic librarianship and its international developments in North America

The paper discusses briefly the implications for library service to the ethnic minority groups of the U.S. population. It also attempts to: (1) describe some developments and problems in library services to the ethnic minority groups in the U.S.A.; (2) describe some developments and suggest solutions to the problems of education and recruitment of students for ethnic librarianship; and (3) explore and learn any international lessons for mutual benefit. The role of the ethnic collections librarian and his/her contribution in the community is considered. A multicultural concept of librarianship is explored, thus qualifying students or ethnic studies bibliographers to undertake research in ethnic librarianship in the original language. The major conclusions of the paper are drawn. The establishment of an international Clearinghouse ethnic collection has been recommended.

About the Author

Dr Jashu Patel is Professor, Department of Library Science and Communications Media, Chicago State University, in Chicago. He has taught previously at four library schools in the U.S A. He has received local and national grants for research in ethnic bibliographical information services. He is the recipient of a U.S. Fulbright award for the 1987-88 academic year.

INTRODUCTION

Diversity is cherished in America. It is evident in race, religion, and cultural heritage throughout the country. The editors of **The Harvard Encyclopedia of American Ethnic Groups** have identified approximately 106 ethnic groups. This writer has chosen four of these ethnic groups - American Indians, Asian Americans, Hispanic Americans, and Afro-Americans - for this paper.

The Library Services and Construction Act (LSCA) and the Economic Opportunity Act of 1964 had impact on the development of various library programs for these ethnic minority groups. The Library Services and Construction Act and the Educational Amendment of 1972 provided for governmental assistance toward the establishment of various ethnic heritage programs.

According to the 1980 US Census of Population, these four minority groups comprise one-fifth of the US population, approximately 46,000,000. This number will be increased to 104,862,000 or thirty-five per cent of the population by 2025. (1) These expectations of increase in the US population have implications for library and information services and education for ethnic bibliography and librarianship.

This paper has four objectives. The first is to discuss briefly the implications for library service to the ethnic minority groups of the US population. The second objective is to describe some developments and problems in minority librarianship in North America. The third objective is to describe some developments and suggest solutions to the problems of education and recruitment of students for ethnic librarianship. The fourth objective is to explore and learn any international lessons for mutual benefit. Because of the time limitations, only brief comments, descriptions, and some examples are provided on this topic which requires in-depth analysis.

IMPLICATIONS FOR LIBRARY SERVICE

The first report by the Task Force on Library and Information Services to Cultural Minorities included two tasks: "... to review the status of library and information services programs in support of the library and information needs and interests of minority groups ... (and) to consider the development of programs designed to encourage ethnic groups in local communities to co-operate in the planning, delivery and evaluation of library programs; information and referral centers; and cultural and education centers ..." (2) According to this report, "While ethnic groups in the country for the last twenty years have been fighting to preserve their heritage, cultural minority groups have had limited access to library and information services. Many studies show that resources of bilingual and bicultural materials in public, school and academic libraries have been inadequate, and in many cases non-existent".(3) In this context, Kathleen Falcigno and Polly Guynup commented, "If libraries are to attract these groups, they may wish to re-examine their collection policies and services in order to ensure that additional materials by and about cultural minorities are available. Moreover, in a society increasingly concerned with technological development and computer literacy, language and financial barriers often present special challenges for service to cultural minority groups". (4)

Esther Dyer and Concha Robertson-Kozan focus on the information needs of Hispanic Americans based on demographics taken from the 1980 Census. On the development of bilingual education and the rôle of the library in developing programs which best serve the Spanish-speaking community and its youth, they commented:

> "Successful library programs relate to both the different learning styles and patterns of Hispanic children and to their specific frames of reference. Not only must libraries recognize festivals, holidays, and known historical facts, but they must also operate as a vital link

between school, community and family. A good beginning might be a series of talks on topics of interest to the community or simply hiring Hispanic library aides. Including older Spanish-speaking students in the process of book selection and program presentation is another beginning". (5)

A survey was carried out in San Bernardino, California, between December 1977 and January 1978 to assess the public library needs of the Spanish-speaking population. (6) The survey supported the need for bilingual services. Because of the library need for a bilingual subject heading list, an experiment with a bilingual subject heading list (English/Spanish) of 6,000 entries for periodical literature was carried out at the Herbert Lehman College of the City University of New York. (7) The main problem in this experiment was simplification of the list: only 6,000 entries can be used, compared with anything up to 50,000 entries for other general indexes. However, similar experiments can be undertaken in other ethnic minority languages for reference enquiries. (8)

On the needs for library services to Asian Americans, a survey of public library services to Asian Americans of 39 selected libraries concluded:

"Library resources for, and services to, Asian Americans are disproportionately low, in view of the percentage of Asian Americans in the total population. Services, in particular, should be improved. It must be noted, however, that the adequacy of library resources and services depends primarily upon the needs and demands of users. Further study, assessing these needs and demands, will be necessary before a judgement can be made on the quality of library resources and the services. In general, the library response to the needs of Asian Americans seems to be positive. (9)

The Hispanic and Asian populations in the US are growing rapidly. The foreign-born Asian and Hispanic are also an aging population. The elderly population of Asian and Hispanic Americans also needs multi-langauge materials because of their arrival in this country on sponsorship of their American-educated relatives. In order to serve the elderly, libraries must assess the information needs of the elderly, collect and provide appropriate materials, and promote an awareness of their services. (10)

International aspects in the United States' school and college curricula are included. There is also a population of foreign students. Some of these foreign students are bringing to academic libraries language problems, cultural differences and unusual expectations of what American libraries can do for them. Some of these students, particularly those sponsored by the government, plan to return to their countries; others, on immigrant visa, plan to remain in the US and become a staff member in an American library or in other relevant institutions. Because public service librarians are not trained to deal with multicultural students, they are facing difficulties in orienting them to use the library effectively. However, libraries can best serve the needs of students whose mother-tongue is not English through bibliographic instruction programs and save their time, energy and frustrations.

DEVELOPMENTS AND PROBLEMS

Literature of ethnic librarianship reveals that considerable progress has been made in the development of multicultural and multilingual services in North America. Many libraries, such as public, school and academic, are developing ethnic collections as an integral part of library services to ethnic populations and to the general patrons. Public libraries in urban cities, such as Chicago, Los Angeles and New York are providing outreach services to local ethnic communities through language classes,

discussion groups, reading clubs, bookmobile services, hobby classes, dial-a-story, films, videotapes, book talks, and basic information services pertaining to community information resources and other topics.

Mary Minto, the Librarian of Palo Alto City Library, on foreign and ethnic collections and libraries in San Francisco. wrote:

> "San Francisco has a long tradition of being a cosmopolitan city ... its people having special needs. There are five major groups that particularly need special libraries: first, the foreign-born and their dependants who want to know more about their country of origin and the contributions their fellow countryment made in the development of America. Second, international businessmen who need advice and information in order to transact business in another country. Third, many long-term visitors who would like to show what is happening in their home country. Foruth, foreign language students who wish to develop proficiency in a language. And, finally, people in San Francisco who have lived, studied or visited in another country and still retain a special interest".(11)

The Chatham Square Branch of the New York Public Library, which includes the Chinese collection, is housed in the adult room which includes books written in Chinese and English, by and about the Chinese. It "tries to fill the needs of the community with its Chinese collection and offers an introduction to American life through its general collection". (12)

The first Asian Community Library in the US opened in Oakland in 1976 with the aid of a $300,000 government Library Services and Construction Act (LCSA) grant. It "... offers a popular collection of print and audiovisual materials in five Asian languages (Chinese, Japanese, Korean, Philipino, Vietnamese) and a special collection in English on Asian Americans and Asian history and culture. There have been acquisition, cataloguing and political difficulties, but high circulation and positive response from the Asian community have earned the Asian Community Library a third-year LSCA grant of $50,000 ..." (13)

Los Angeles has more Asian residents than any other city in the US. The Hinomoto Library in Los Angeles is a private library for furthering Japanese studies. "Except for very expensive and rare works, most of the books can be taken out. This could make the library a haven for graduate students of Asian Studies who would find they can get books here which their own institutions lack or refuse to lend them". (14)

Houston's population includes different ethnic groups. Among these, the largest immigrant group is Hispanic, followed by Asian, and then by smaller communities of people from virtually all over the world. Elain P Goley, the Juvenile Collection Devlopment Specialist at the Houston Public Library, on the foreign language collections and bilingual staff, commented:

> "Our foreign language collectoins have grown dramatically in recent years. The need for these materials is more evident as we place bilingual staff in various library branches and agencies. Because staff who speak only English are rarely approached by foreign-speaking patrons, the conclusion could be drawn that there isn't the need for bilingual staff members. That's simply not the case. The reality is that foreign-speaking patrons rarely approach staff members who don't know their language". (15)

According to the results of a survey, the phenomenon of bilingual library service has occurred in several of New Jersey's libraries due to "the ever-increasing Spanish-speaking population of the state, and the passage of the Bilingual Education Act in

1976 ..." (16) An outstanding example of unique library services is "the Jersey City Public Library which already has a bilingual branch and is now considering establishing an Information and Referral Service. This service is already partially in operation at the bilingual branch where Hispanic patrons are referred to Spanish-speaking doctors, lawyers, merchants, and counsellors in the community ..." (17)

There are bibliographical problems in ethnic materials. Patrons in all types of libraries face certain difficulties in trying to locate recorded inforamtion. Commenting on a public library's problem of bibliographic access, Hans H Wellisch, then Associate Professor at College of Library and Information Services of the University of Maryland, stated:

> " A public library that serves an ethnic minority by providing a collection of books and other materials in the minority's language (and often also in a script other than Roman) is faced with the dual problem of how to catalog these materials and how to assure adequate bibliographc access to the collections ..." (18)

The literature of librarianship reveals that "very little has been written or published by academic libraries about providing instructional programs to ethnic minority group students on how effectively to use the library". (19) In this context, Edith Maureen Fisher, Ethnic Studies Bibliographer/Reference Librarian at the University of California in San Diego, noted, "Any existing structure for library instruction can be expanded to educate the library user of ethnic materials, such as the section of formal library instruction at the University of California/San Diego, entitled **Contemporary Issues 50: Information and academic libraries on ethnic resources**". (20)

With respect to the foregoing developments and problems in minority librarianship, it can be concluded that progress has been made; however, in order to better serve the information needs of the ethnic community, qualified persons with Hispanic, Asian, Afro-American, and American Indian backgrounds will be needed. There is also need for more minority library educators who "can effectively guide and evaluate the research efforts of students interested in minority librarianship, and for non-minority educators to support the efforts of students interested in research" (21) in ethnic librarianship. The future outcome of these research-oriented students or ethnic studies specialists would be to undertake research in ethnic librarianship in the original Asian or other ethnic languages. The library literature reveals master's theses and doctoral dissertations on Asian Americans, Afro-Americans, Mexican Americans. It also reveals the contributions made by minority librarians and educators, for example, the 1985 American Library Association President, E J Josey, who is now a professor at the University of Pittsburgh School of Library and Information Science. Professor Josey has contributed more than 200 articles and is the author/editor of nine books including **Ethnic collections in libraries**, which could be applicable as a textbook or a reference source for other countries serving ethnic minorities.

DEVELOPMENT, PROBLEMS AND RECRUITMENT IN ETHNIC LIBRARY EDUCATION

Examination of the catalogs of American library schools reveals that at least seven library schools have general and specific courses on ethnic bibliography and librarianship. In 1980, the most highly developed program was offered by the Kent State University Library School which included courses (that is, papers) on "Library services to ethnic communities", "Ethnic collections and publications", "Library services to the Black community", and independent studies in ethnic librarianship. Queen's College of the City University of New York Library School offers a course, entitled, "Materials and services for minority groups". The University of Arizona Library School offers a course, entitled, "Library service for ethnic minorities".

This is an introductory course designed to facilitate understanding of the three main ethnic groups in the Southwest: Blacks, Chicanos and American Indians. Alabama A & M University Library School offers a course, entitled, "Literature and related materials of minority cultures". This writer teaches a course entitled, "Survey and study of ethnic materials" at Chicago State University's Department of Library Science and Communications Media. An entire special course, entitled, "Afro-American bibliography and resources" is offered by the University of Pittsburgh Library School. The catalog description of this special course is as follows:

> "Comprehensive survey of the literature of Black Americans with special attention to problems of publishing, bibliographic access, collection development, research in the field, general and specific reference tools, and research strategies when no formal tools exist". (22)

A similar special course, entitled, "The African American Collection" is offered at the North Carolina Central University Library School.

In addition to courses offered by library schools, there are other training programs designed to assist minority librarians to develop their skills. An example of one such program is The California Ethnic Services Task Force, which was a part of the Library Services and Construction Act Project (1977-1980). Workshops were organized to assist California librarians in collection development and improving service to California's ethnic population. The members of the Task Force included librarians from each of the four major ethnic groups (Asian, Black, Hispanic and Native American), which included several ethnic collection specialists. In 1980, one of the primary objectives of the Task Force was to provide training for librarians in services to minority children. (23)

Through the work of the Library Training Section of the US Office of Education, training programs for minority Fellows and Institutes for school, college and public librarians have been developed at Queen's College Graduate School of Library and Information Studies in New York. The objective of the program is to sensitize professionals to the needs of ethnic minorities. (24)

Through the foregoing examples provided in this paper, it is evident that library schools and other training programs across the US recognized the need for training ethnic minority librarians for service in the ethnic communities. In this context, Jane Robbins Carter, now the Dean of the University of Wisconsin (Madison) Library School, observed that "Course content emphasising intercultural communication is essential in today's librarianship curriculum ... It is important that differences between race-based discrimination and cultural or economic-based stereotyping be confronted in the academic setting". (25) It is apparent from the literature of librarianship that library schools should be committed to the recruitment of minority students so that the racial and ethnic mix of their students is more representative of the US population. However, there are problems associated with minority recruitment in the field of librarianship. The problems include the attitudes of and image of the profession; the lack of well-developed minority recruitment programs; the reliance on high academic standards for admission to library schools rather than a good service attitude, motivation, performance, aggressiveness and self-confidence; the need for a demand for minorities in the profession; lack of financial aid. Sylva Simsova, an international library educator in London, on difficulties in recruitment and images of the profession in the US, wrote:

> "Recruitment of qualified librarians from minority ethnic groups is not easy. Even if discrimination is outlawed, images such as 'In the United States, almost everyone knows that a librarian is a middle-aged white woman' stand in the way. Such images suggest discrimination against non-whites and low status of the librarian. If his basic

educational qualifications are low, he does not have much chance anyway; and if they are high enough, he can do better elsewhere". (26)

In 1979, Kenneth Vance, then Assistant Dean of the Library School of the University of Michigan, on the need of minorities in all areas of librarianship, commented:

> "There are still too few disadvantaged persons from ethnic minorities entering the library profession. Throughout the nation today, there is a growing determination to expand library service to segments of our population that have not sought out services, because citizens from these ethnic groups - Blacks, Spanish-Surnamed, American Indians, etc, have not realized that libraries were a source of vital information for them - or because they do not know how to gain access to it. We need minority professionals to serve them. If a major goal is to attract minorities to careers in librarianship, we still have a long way to go before their representation in the profession reflects their representation in the population generally". (27)

On the contrary, since 1979, there has been a decline in the number of minority students entering the profession. Lorene B Brown, Dean of the School of Library and Information Studies at Atlanta University, presented a paper on the decline of minority students which included a summary of statistics from 1979 to 1984. (28)

A decline in the number of minority students and findings of several studies suggest that there is a need of affirmative action programs, recruitment of minority students into library careers, and the measurement of minority representation in library education programs. One way is to identify educational practices that have been demonstrated effective in preparing Spanish-Surnamed and American Indians for library careers. The report by Norman C Higgins of the Department of Education Technology and Library Science at Arizona State University contains 18 recommendations for improving library education programs for American Indian and Spanish-Surnamed students for library careers. Some, among other recommendations, are, "Use successful work experience in a library or other service area as one criterion for selecting students", "Teach students competencies that are appropriate for the positions and the situation in which they are likely to be employed", "Select faculty who are prepared to teach students to perform the competencies expected of them", "Provide direct financial aid for minority students", "Provide counselling/advising services to help individual students solve personal problems", "Provide tutoring services to students having academic problems", "Work with library administrations and community leaders to develop library positions", and, finally, "Arrange follow-up assistance for graduates after they are employed". (29)

INTERNATIONAL LESSONS

This type of study concerning developments and problems in ethnic librarianship can be beneficial in the following ways: (1) It can categorize the developments and problems of librarians, educators, students, patrons and scholars relating to ethnic librarianship in other countries of the world. (2) It can draw attention to new possibilities of developing ethnic library services or courses in ethnic library education which can be copied elsewhere. For example, the US program at the Kent State University Library School can become to a certain extent, based on the local needs of other countries, a model program for some library schools, such as those in the UK, where ethnic populations exist, and, finally, it can suggest new solutions to familiar difficulties of ethnic bibliographic service to international students, educators, and scholars who are studying or researching for their ethnic heritage. It can be said from the foregoing that there are lessons to be learned from international developments as long as professionals in the field are aware of the successful developments nationally and internationally which can be copied for mutual benefits.

CONCLUSIONS

In view of some of the implications of the ethnic population, developments, problems, the following solutions are suggested for consideration for librarians and library educators:

1. The library schools which have developed general and specific ethnic courses should keep those courses in spite of decreasing numbers of minority students, because it is expected that 35 per cent of the US population among the minority groups will be increased by the year 2025. This percentage suggests the need to keep the existing ethnic bibliography and librarianship courses. It also suggests the need to recruit ethnic or ethnic-oriented staff and faculty at all levels in different institutions. Courses (that is, papers) in other library schools covering ethnic topics should be introduced into general library and information science programs. The library schools should recruit students from various ethnic groups through a variety of methods, such as career days, advertisements, referrals, high school counsellors. These qualified students will become ethnic bibliographic specialists and they will contribute to the development of ethnic library services.

2. Ethnic bibliographic instruction should be provided by the ethnic bibliographic specialists because:

> "... There is great continuing need for interpretation of the existing (bibliographic) tools for the individual reader, be he beginning student or advanced scholar. In this age of both increasing specialization and increasing interdisciplinary apprach, it is the trained ... bibliographical specialist and reference librarian who is needed to supplement and interpret the available printed tools. And ... he is needed to aid in the development of new tools ..." (30)

Bibliographic instruction programs in various languages of the world should be developed for different types of libraries for the benefit of the readers and staff. If developed and provided to the readers, they will save the time, energy and frustration of the readers and staff.

3. Ethnic collections librarians, library educators, and students librarians should attempt to participate in national and international conferences, such as IFLA, the International Association of Orientalist Librarians. Library problems, regardless of location, are understood by all librarians worldwide who have participated in these conferences. These conferences play an important rôle in identifying developments which are successful and problems with possible solutions.

4. The international clearing houes ethnic collection should be established for the benefit of national and international exchanges of materials. Such an effort will attempt to minimize unnecessary duplication at national and international levels.

5. Awareness of national and international understanding about ethnic minority groups and their contributions and co-operation among all types of librarians in all countries of the world through communications media, general and special conferences, courses in international and comparative ethnic studies and research and publications should be continuously encouraged to improve the status and image of ethnic librarianship.

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THE POLICY OF NATIONAL LANGUAGE AND ITS IMPLICATION FOR LIBRARY SERVICE FOR MULTINATIONAL POPULATION OF THE USSR

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I. Nazmutdinov (Moscow, URSS). The policy of national language and its implication for library service for multinational population of the USSR

The paper provides the historical background and the present state of library service to multinational population in the USSR. It describes the first steps made by the Soviet State to liquidate illiteracy and to develop the network of libraries. The work to establish new public libraries with free service began in all Soviet republics and a new legislation providing free access to knoledge was passed. During the first five-year plan (1927-1932) the number of libraries in Belorussia increased from 276 to 1427, in Uzbekistan - from 162 to 609, in Georgia - from 363 to 785, in Tajikistan - from 11 to 119, ect.

The time after the Great Patriotic war was very important since it was the period of reconstruction of destroyed and damaged libraries. The paper provides a statistical table which shows the increase in a number of libraries and their holdings from 1945 to 1985.

Describing the activities of the libraries at present time the author shows how the libraries in different Soviet republics are promoting their holdings to multilingual population, dealing bilingual readers. He outlines the important work of libraries to introduce different cultures to each other.

The policy of national language and its implication for library service for multinational population of the USSR

On the 7th of November, 1987 the Soviet people will celebrate the 70th anniversary of the Great October Socialist Revolution, which marked the new period for the country and had a great impact on every aspect of people's life: liquidated illiteracy, guaranteed free access to knowledge and books. During the first years of its existance the Soviet government issued a "Declaration of Rights of Peoples of Russia", which declared the equality of all peoples in Russia, ceased all national and religious privileges and restrictions and pronounced the freedom of development for all cultures and languages.

The prerevolutionary Russia, according to V.I.Lenin's sharp remark, was "peoples' prison". The development of literacy and general culture was so low that according to the calculations of respected at that times journal "Vestnik vospitania" (The Herald of Education) the complete literacy in Russia could be achieved in 4600 years.

The percent of literate people was 0.5% for Tadjik population, 0.6% for Kirghiz population, 1.6% for Uzbek population, 2% for Kazakhs. Before the revolution most of the Russia's nationalities did not have their own alphabet. "The Kirghiz people did not have the slightest idea about a printed word", - said Kirghiz poet Aaly Tokombaev. If they needed to pass on the important news they used to send a horse rider. In order not to forget the news he was given so called "alive letter". It could be a

stick or a lash or tjubiteyka (national hat) or something else. The book at that times was considered as a holy object. The Kirghizs and other nationalities of Russia did not even dreamed about high or university education. There were no libraries.

In such conditions the most important task was to rise the cultural education and liquidate illiteracy.

The historical decree of the Soviet government "On liquidation of illiteracy in the RSFSR" signed by V.I.Lenin on the 26th December, 1919 obliged all illiterate citizens from 8 to 50 to study according to their own will their native or Russian language. The similar documents were passed in other Soviet republics in early 1920s.

The fluent knowledge of native language is an important source of motivation for the development of national culture.

The right to use native language was legally granted to the Soviet citizens by the Constitution of the 1924 and by the later Soviet Constitutions.

The struggle for the total literacy was an important instrument for rebuilding the society and was supported by the people. The millions of illiterate citizens attended special schools, and a number of ABC-books, textbooks and different manuals designed to provide the basic knowledge on language, literature and even political matters were published.

The state publishing houses started to print books in 40 languages of the peoples of the USSR. In 1922 there were 12 publishers who printed books in national languages. By 1925 there were already 28 of them. In 1922 the share of books in

national languages in the country total book production was 11% and by 1925 this number increased to 25%. Only one special publishing house called "Down with Illiteracy" printed not less than 10 million ABC-books in Russian and other national languages.

The first ten years of the Soviet state resulted in the vast increase of book production. In that period 170 thousand of titles were published in 1 billion 286 million copies in 61 national languages outnumbering 1913 seven times.

At the same time the work to establish new public libraries with free service began in all Soviet republics. The network of libraries in remote areas expanded much faster than in the central regions. During the first five-year plan period (1927-1932) the number of libraries in Belorussia increased from 27 to 1427, in Uzbekistan from 162 to 609, in Georgia from 363 to 785, in Tajikistan from 11 to 119 etc. The number of libraries continued to grow and by 1941 every Soviet republic had its own network with holdings in Russian as well as in other national languages.

The Great Patriotic War not only stopped this development but destroyed a number of libraries in occupied territories. The great loss was suffered especially by the libraries in RSFSR, Ukraine, Belorussia, Lithuania, Moldavia, Latvia, Estonia. During the war period more than 100 million books were destroyed.

In the postwar period the peoples of all nationalities took an active part in the reconstruction of destroyed and damaged libraries. From 1945 up to date the network of public libraries became 3 times as large and the total holdings outnumbered the prewar period 19 times.

The following statistical table shows the increase of libraries and their holdings from 1945 to 1985:

Union republic	Number of public libraries		Library holdings (in thousands)	
	1945	1985	1945	1985
RSFSR	31239	62700	84168	1125100
Ukranian SSR	4844	26000	8636	419400
Byelorussian SSR	2539	6900	1411	100900
Uzbek SSR	645	7700	1887	79500
Kazakh SSR	1674	9700	3254	113300
Georgian SSR	1604	4300	1916	42700
Azerbaijan SSR	764	4200	2130	38800
Lithuanian SSR	503	2200	575	35700
Moldavian SSR	423	2100	256	29900
Latvian SSR	390	1300	996	26800
Kirghiz SSR	285	1800	539	23600
Tajik SSR	171	1600	754	14900
Armenian SSR	1029	1400	811	21700
Turkmen SSR	557	1500	1155	15600
Estonian SSR	773	700	959	13400
USSR	47440	134100	109147	2101300

Today every Soviet citizen regardless the nationality, occupation, or republic of residence can read periodicals published in 89 national languages. Now the books in Ukranian, Belorussian, Lithuanian, Georgian, Latvian and other languages are published in millions of copies.

Under such multilingual conditions the main task of library service is to provide books in variety of languages. In order to organize better service the libraries take into account the ability of patrons to read in several national languages and in Russian, which became the main language of communication between representatives of different nationalities. According to the last population census Russian is a native language for 153.5 million,

which is 59% of the USSR population. And 61.3 million consider the Russian as their second language. On a whole 214.8 million or 82% of the population use Russian as their first or second language. During the last 70 years the Russian language became essential part of Soviet life and serves as a liaison language for all Soviet nationalities and cultures. It consolidates the national economic and cultural commonwealth of the Soviet peoples, who work together to fulfil the decisions of the XXVII-th Congress of the Communist Party of the USSR.

After the October Revolution the important work of translating national authors into Russian began. And now the works of such famous authors as the Ukranians T.Shevchenko and I.Franko, the Armenians M.Nalbandjan and G.Sundukjan, the Azerbaijanian F.Ahundov, the Kazakh A.Kunanbaev, the Tatar G.Tukay and many others are the common heritage of all Soviet people.

On the other hand, it is through Russian language that other nationalities are introduced to the world cultural heritage. Only during the last years more than 40 thousand titles of foreign authors has been translated into Russian and are available in the libraries through out the country. The 200 volumed "Library of World Literature" is very popular among Soviet book-lovers. This publication was recently completed and includes 25800 works of world classics from ancient times up to now written by 3 235 authors from 80 countries. It was printed in 60 million 284 thousand copies.

During the last years more than 9 thousand titles of the United States, 6 thousand of British and French, 1 thousand of

Italian and Japanese authors has been published in Russian.

Ukranian, Byelorussian, Uzbek and other languages are widely used in the USSR as well. The population census shows that 7 million use Ukranian, 1.5 use Byelorussian, 679 thousand - Uzbek and 287 thousand - Azerbaijan, All this provide good conditions for cultural exchange, stimulates publications in different languages. In Ukranian republic, for example, the book printing in Ukranian increased since 1965 by 17% and in other languages - by 48%. The same positive changes took place in other republics as well.

The sociological research made by the V.I.Lenin State Library of the USSR shows that bilinguality is common for all the republics but to different extent. The differences exist between the urban and rural areas, and the education factor is also important. The results of the research program called "Books and Reading in the Rural Areas of the Soviet Union" shows that in multinational areas of Kazakh Soviet Socialist Republic 67% of the population read both in Russian and Kazakh, in Uzbek Soviet Socialist Republic - 47%, in Turkmen Republic - 13% of population are bilingual.

The ability to read in several languages is taken into account by the libraries and is an important factor for determination of acquisition policy. In order to provide users with the needed literature the libraries develop their holdings in accordance with national composition of population, ability to read in several languages. The libraries maintain an extensive interlibrary loan service, book exchange, subscribe to periodi-

cals from different republics.

In the regions with mainly Russian population the librarians are active in introducing the culture of other nationalities to the Russian population by means of acquisition, book exhibitions and by other means.

The further development of Soviet libraries is being achieved through extensive circulation of holdings, introduction of modern means of bibliographic and information services.

The 70th anniversary of Great October Socialist Revolution will give a new impulse to the further development of library system in the USSR. It will motivate librarians to introduce books to the public, to raise the circulation of holdings, increase library influence and promote international education of peoples.